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ABSTRACT

In this study, efforts are made to report related data, gathered through questionnaires, which reflect plans of high school seniors over the past decade. Information presented should provide some valuable insights for improved policy-making, planning, and administration. The first chapter explains the purposes of the report and the sources of data and related publications. Chapter 2 presents the comparisons between classes of the characteristics of high school seniors, including sex, race, type of program (course concentration), grade average, and size of community. The characteristics of the head of household are described in chapter 3; these include relationships (i.e. father, mother, other), educational level, and occupation. The comparisons and developing trends of seniors' educational and employment plans after graduation from high school, and their career or occupational choices are described in chapter 4. The plans of high school seniors who do plan to continue their education are presented in chapter 5. Chapter 6 is devoted to information concerning those seniors who plan to delay the continuation of their education for six months or longer after graduation from high school, and to those who do not plan to enroll in an educational program in the future. Selected characteristics for special groups and interrelationships are presented in chapter 7 (e.g. seniors' plans after graduation and how these plans vary between seniors by sex, race, grade average, etc.). The most distinct trend identified throughout the study is the increasing proportion of students who plan immediate employment. (SH)

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CHANGING TRENDS IN THE PLANS OF HIGH SCHOOL SENIORS

Comparisons of the Educational, Employment
and Occupational Plans of Seniors in Indiana
High School Classes of 1966, 1969, 1972 and
1975



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U.S. DEPARTMENT OF HEALTH
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FOREWORD

TRENDS IN INDIANA HIGH SCHOOL SENIORS' EDUCATIONAL AND VOCATIONAL PLANS

COMPARISONS OF THE CLASSES OF 1966, 1969, 1972
AND 1975



What are the changing characteristics of Indiana high school seniors and what are their plans after graduation? How definite are their plans? What are the reasons that seniors give for the choices they make--and who influenced them most? Also, what are the characteristics of the head of household? The answers to these and other questions given by seniors in the class of 1975 are compared with seniors in previous classes and are described in this report. Some important comparisons and interrelationships are included.

The data in this report are based on the results of questionnaires completed by 37,800 high school seniors in the class of 1966, more than 46,500 seniors in the class of 1969, more than 51,500 seniors in the class of 1972, and nearly 50,000 seniors in the class of 1975. Some very important changes have occurred and developing trends undoubtedly will have an important impact on counselling, planning and many administrative actions.



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Special appreciation is expressed to the 185,800 Indiana high school seniors who completed survey forms - and to their counselors and teachers, school principals, and superintendents--without whom this study could not have been done.

Special and grateful acknowledgement is also expressed to Mr. Herbert M. O'Neill, Research Assistant at Purdue for his valuable contributions, and to Mrs. Linda Achgill for typing the manuscript and the many tables.

TABLE OF CONTENTS

	<u>PAGE</u>
<u>CHAPTER I</u>	
<u>PURPOSE AND DESCRIPTION OF THIS REPORT</u>	
<u>Purpose</u>	1
<u>Data Acquisition and Publications</u>	1
<u>Table I, High School Seniors Surveyed</u>	1
<u>Contents and Format of This Report</u>	2
<u>Table II, Survey Mail-out and Returns, Class of '75</u>	3
<u>CHAPTER II</u>	
<u>CHARACTERISTICS OF HIGH SCHOOL SENIORS</u>	
<u>Highlights of the Characteristics of High School Seniors</u>	
Sex Distribution	4
Race Distribution	4
High School Concentration (Program Type)	4
<u>Table III, Characteristics of High School Seniors</u> (Sex, Race and High School Program Concentration)	5
<u>Highlights of the Characteristics of High School Seniors</u> (continued)	
High School Grade Average	6
Size of Senior's Home Community	6
<u>Table III (continued), Characteristics of High School Seniors</u> (Grade Average and Size of Community)	7
<u>CHAPTER III</u>	
<u>CHARACTERISTICS OF THE HEAD OF HOUSEHOLD</u>	
<u>Highlights of the Characteristics of Head of Household</u>	
Relationship	8
Educational Level	8
Occupation	8
<u>Table IV, Characteristics of the Head of Household</u>	9
<u>CHAPTER IV</u>	
<u>SENIORS' EDUCATIONAL AND EMPLOYMENT PLANS</u> <u>AND CAREER CHOICES</u>	
<u>Highlights of Seniors' Vocational, Education & Employment Plans</u>	
Immediate Plans After Graduation	10
How Definite These Plans Are	10
Hoped for Employment Locale	10
<u>Table V, Plans After Graduation</u>	11
<u>Highlights of Factors Related to Seniors' Choice of Career</u>	
When <u>First Interest</u> in Chosen Field Was Noted and When <u>Decision</u> Was Made	12
The Most Important Reasons Given by Seniors for Choosing Their Vocation or Professional Field	12
Source or Person Most Helpful in Making Career Choice	12

CHAPTER IV
SENIORS' EDUCATIONAL AND EMPLOYMENT PLANS
AND CAREER CHOICES
 (CONTINUED)

<u>Table VI</u> , Factors Related to Making Career Choice	13
<u>Highlights</u> of Seniors' Choices of Vocations or Professions Career Choices by Broad Occupational Groups (Career Clusters)	14
<u>Table VII</u> , Seniors' Main Vocational or Professional Career Choices: by Career Clusters	15
<u>Highlights</u> of Most Popular Seniors' Choices of Specific Occupations	16
<u>Table VIII</u> , Seniors Main Vocational or Professional Career Choices by Occupation	17
<u>Educational Plans of High School Seniors as They Related to Family Income: National</u>	18
<u>Table IX</u> , Seniors' Occupational Choices, Alphabetically Arranged	19

CHAPTER V
PLANS OF HIGH SCHOOL SENIORS WHO PLAN TO CONTINUE
THEIR EDUCATION IMMEDIATELY AFTER GRADUATION

<u>Highlights</u> of Seniors' Choices of Colleges, Universities, and Training Institutions	26
<u>Table X</u> , Public College or University Preferred (Located in Indiana)	27
<u>Table XA</u> , Public College or University Preferred (Indiana Vocational Technical College Institutes)	28
<u>Table XI</u> , Senior's Choice of Training Institution-- <u>Other</u> than a Public or Private College or University in Indiana	29
<u>Highlights</u> of Seniors' Choices of Private Colleges or Universities in Indiana	30
<u>Table XII</u> , Seniors' Choices of Private Colleges or Universities in Indiana	31
<u>Highlights</u> of the Most Important Reasons for Selecting a Certain School	32
<u>Table XIII</u> , Reasons for Selecting a Particular School	33
<u>Highlights</u> of Seniors' Choices of Curricula: Bachelor or Higher Degrees	34
<u>Table XIV</u> , Choices of Curriculum Areas--National vs. Indiana Comparisons	34
<u>Table XV</u> , Rank Order Comparison of Seniors' Choices of Curriculum: Bachelor and Higher Degrees	35

CHAPTER V
PLANS OF HIGH SCHOOL SENIORS WHO PLAN TO CONTINUE
THEIR EDUCATION IMMEDIATELY AFTER GRADUATION
 (CONTINUED)

<u>Highlights of Seniors' Choices of Curriculum: Certificate or Associate Degree Levels</u>	36
<u>Table XVI, Rank Order Comparison of Seniors' Choices of Curriculum: Certificate or Associate Degree Levels</u>	36
<u>Table XVII, Senior's Choice of Curriculum: Certificate or Associate Degree Levels</u>	37
<u>This Year's College Freshmen, Their Characteristics, National Data</u>	39
<u>Highlights of Educational Programs Wanted--But Not Available Locally: Bachelor or Higher Degree Level</u>	40
<u>Table XVIII, "Ten Most Wanted" Bachelor or Higher Degree Level Program--But Not Available Locally</u>	40
<u>Table XIX, Education Programs Wanted--But Not Available Locally: Bachelor or Higher Degree Level</u>	41
<u>Highlights of Educational or Training Programs Wanted--But Not Available Locally: Certificate or Associate Degree Levels</u>	42
<u>Table XX, "Ten Most Wanted" Certificate or Associate Degree Level Programs--But Not Available Locally</u>	42
<u>Table XXI, Education or Training Programs Wanted--But Not Available Locally: Certificate or Associate Degree Levels</u>	43
<u>Plans for Graduate Level or Professional Education</u>	45
<u>Table XXII, Planned Graduate or Professional Studies</u>	45
<u>Highlights of the Methods Planned to Finance Education and the Location of the School Chosen</u>	46
<u>Table XXIII, Methods Planned by Seniors to Finance Their Education</u>	47
<u>Table XXIV, Location of School Chosen</u>	47

CHAPTER VI
WHY SOME HIGH SCHOOL SENIORS PLAN TO
DELAY CONTINUING THEIR EDUCATION,
AND WHY OTHERS DO NOT PLAN TO
CONTINUE THEIR EDUCATION IN THE FUTURE

<u>Highlights of the Plans of Some Seniors to Delay Continuing Their Education</u>	48
<u>Table XXV, Reasons Why Some Seniors Plan to Delay Continuing Their Education, Class of '75</u>	49

CHAPTER VI
WHY SOME HIGH SCHOOL SENIORS PLAN TO
DELAY CONTINUING THEIR EDUCATION,
AND WHY OTHERS DO NOT PLAN TO
CONTINUE THEIR EDUCATION IN THE FUTURE
 (CONTINUED)

<u>Highlights</u> of Reasons Why Some High School Seniors Do Not Plan to Enroll in an Educational Program After Graduation	50
Seniors Not Planning to Enroll in an Educational Program After Graduation from High School	50
Financial Aid Sources Known by Students Not Continuing Their Education Because of Lack of Money	50
<u>Table XXVI</u> , Reasons Why Some Seniors Are Not Planning to Enroll in an Educational Program After Graduation from High School	51

CHAPTER VII
INTERRELATIONSHIPS
BETWEEN CHARACTERISTICS AND PLANS OF SENIORS

PART I

Interrelationships of the Characteristics of High School Seniors,
 Their Plans, and Head of Household

<u>Highlights</u> : Plans vs Sex, Grade Average	52
Plans vs Population of Home Town, Head of Household and Educational Level of Head of Household	53
<u>Table XXVIIA</u> , Interrelationships: Plans vs Characteristics and Head of Household (Linear depiction of data)	54
<u>Table XXVIIB</u> , <u>do.</u> (Columnar depiction of data)	55

PART II

Interrelationships of Only Those Seniors Who Plan to Attend
 a College or University, Their Characteristics,
 Plans and Head of Household

<u>Highlights</u> : Sex vs Chosen College or University	56
<u>Table XXVIII</u> , Sex vs Chosen College or University	57
<u>Highlights</u> : Grade Average vs Chosen College or University	58
<u>Table XXIXA</u> , Summary	58
<u>Table XXIXB</u> , Public Supported Universities	59
<u>Table XXIXC</u> , I.V.T.C. Regions	60
<u>Table XXIXD</u> , Private Colleges and Universities	61
<u>Highlights</u> : Course Concentration (Type Program) vs Chosen College or University	62
<u>Table XXXA</u> , Summary	62
<u>Table XXXB</u> , Public Supported Universities	63
<u>Table XXXC</u> , I.V.T.C. Regions	64
<u>Table XXXD</u> , Private Colleges and Universities	65
<u>Highlights</u> : Highest Level of Education Attained by Head of Household vs Chosen College or University	66
<u>Table XXXIA</u> , Summary	66
<u>Table XXXIB</u> , Public Supported Universities	67
<u>Table XXXIC</u> , I.V.T.C. Regions	68
<u>Table XXXID</u> , Private Colleges and Universities	69

CHAPTER VII
INTERRELATIONSHIPS
BETWEEN CHARACTERISTICS AND PLANS OF SENIORS
(CONTINUED)

PART III

Interrelationships Between the Head of Household and
Sex, High School Concentration (Type Program), Plans After
Graduation, Preferred Employment Locale, Definitiveness
of Plans, Population of Home Town, Highest Level of
Education Attained by Head of Household, and
Reasons for NOT Planning to Continue Education

<u>Highlights:</u> Head of Household vs	70
<u>Table XXXIIA</u> , Sex, High School Concentration, Plans (Linear depiction of data)	72
<u>Table XXXIIB</u> , <u>do.</u> (Columnar depiction of data)	73
<u>Table XXXIIC</u> , Definitiveness of Plans, Population of Home Town, Level of Education of Head of Household, Reasons for <u>NOT</u> Planning to Continue Education (Linear depiction of data)	74
<u>Table XXXIID</u> , <u>do.</u> (Columnar depiction of data)	75
<u>BIBLIOGRAPHY OF MANPOWER REPORTS</u>	76
<u>APPENDIX I</u> Sample Copy of Survey Package	84



CHAPTER I

PURPOSES AND DESCRIPTION OF THIS REPORT



1. PURPOSE

Educational institutions, in their endeavors to serve society, must be concerned with the vocational, educational and employment plans and aspirations of their students. In this study, efforts are made to report related data reflecting plans of high school seniors over the past decade. Some specific changes have occurred and trends have emerged, and a number of projections can be readily visualized. An examination of these changes and trends should be useful to educators, counselors and administrators, as well as government and community officials, civic and business organization representatives and parents.

A study of this report should provide some valuable insights for improved policy-making, planning, and administration.

The interpretations and highlights expressed by the author are shown separately from the specific data--which are shown mostly in table form. This type of presentation should help the reader in drawing his own conclusions.

2. DATA ACQUISITION AND PUBLICATION

Basic data were obtained through mailed questionnaire techniques.* The cooperation of every high school in the State was solicited in advance by the State Superintendent of Public Instruction, and by the author. Each public and private high school in the State was then mailed a set of instructions with enough survey packages so every senior might participate.

The seniors in four classes have been surveyed to date. The numbers of seniors in each class, the numbers of seniors responding (and the percent response) are shown in Table I.

Survey Coverage

TABLE I
HIGH SCHOOL SENIORS SURVEYED

Class of	Total No. of Seniors in Class	No. of Seniors Responding	Percent Response
1966	70,000	38,000	54.0%
1969	75,315	46,544	61.9%
1972	81,523	51,610	63.4%
1975	82,654	49,663	60.1%

These excellent responses are attributed to the close support and cooperation of the Department of Public Instruction and school administrators, teachers, and counselors--not to mention the 185,817 participating high school seniors themselves!

*A sample copy of the survey package used in 1975 is included as Appendix I, beginning on page 84.

The results of these four surveys have been published to date in the following reports:

- (1) "70,000 High School Seniors, Their Educational and Vocational Plans, Indiana's High School Senior Class of 1966."
- (2) "75,000 High School Seniors, Their Educational and Vocational Plans, Results of a Survey of Indiana's High School Senior Class of 1969," Manpower Report 70-1, 30 April, 1970. Office of Manpower Studies, Purdue University.
- (3) "82,000 High School Seniors, Their Educational and Vocational Plans. Results of a Survey of Indiana's High School Senior Class of 1972." Part I - Summary Report, IVTC Research Report No. 00-73-001-02.
- (4) "Changing Trends in the Plans of High School Seniors; Comparisons in the Educational, Employment and Occupational Plans of the Seniors in Indiana High School Classes of 1966, 1969, and 1972." Manpower Report 73-1, 1 February, 1973. Office of Manpower Studies, Purdue University.
- (5) "Educational and Employment Plans and Occupational Choices of Indiana High School Seniors. Results of a Survey of Indiana High School Seniors in the Class of '75." SBVTE Project Report No. 2-75-4 (also Manpower Report 75-1) both dated 1 July, 1975. Office of Manpower Studies, Purdue University.

3. CONTENTS AND FORMAT OF THIS REPORT

This first chapter explains the purposes of this report, the sources of data and related publications, and it outlines the contents of the remaining chapters. Following chapters present comparative data of the classes of seniors in 1975, 1972 and 1969, plus the class of 1966 wherever the availability and form of data make it possible.

Chapter Two presents the comparisons between classes of the characteristics of high school seniors, including sex, race, type program (course concentration), grade average, and size of community. The characteristics of the head of household are described in Chapter Three; these include relationship (i.e., father, mother, other), educational level, and occupation.

The comparisons and developing trends of seniors' educational and employment plans after graduation from high school, and their career or occupational choices are described in Chapter IV. Included are what seniors plan to do and how definite their plans are. Also shown are the specific career areas or occupations chosen--and reasons why these choices were made, as well as when they first became interested in, and then decided upon a certain occupation.

The plans of high school seniors who do plan to continue their education are presented in Chapter Five. Which particular institution and program were chosen and the reasons for the choice are included. Also shown in this chapter are the educational programs wanted--collegiate and vocational training--but not available locally. Again, comparisons are made between classes to identify trends and differences. Chapter Five concludes with a report of how seniors plan to finance their education, and the location of the school chosen.

Chapter Six is devoted to information concerning those seniors who plan to delay the continuation of their education for six months or longer after graduation from high school, and to those who do not plan to enroll in an educational program in the future. Reasons for making these choices are presented in both instances.

Selected characteristics for special groups and interrelationships are presented in Chapter Seven (e.g. seniors' plans after graduation are presented in Chapter Four--how these plans vary between seniors by sex, race, grade average, etc., are presented in Chapter Seven). Previous research* has shown there are significant differences in the characteristics, plans, and reasons given for certain actions between various groups or categories of seniors.

Note: Class of '75 data were derived from surveys as shown below:

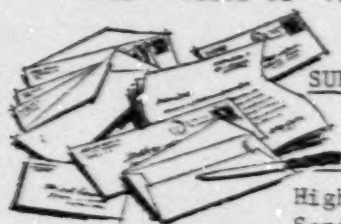


TABLE II
SURVEY MAIL-OUT AND RETURNS - CLASS OF '75

	Total Number	Number Responding	Per Cent Response
High Schools	425	354	83.3%
Seniors	82,654	49,663	60.1%

One reason for the disparity between the percentages of returns from high schools (83%) versus seniors (60%) is because some high schools did not distribute the questionnaires until after the first term ended, and some seniors had graduated mid-year. Another reason is that the Indianapolis Public School Corporation (IPSC) did not participate. This decision was due in part to the Corporation Board members' interpretation that the questionnaire data might be included under the provisions of the newly enacted "Family Education Rights and Privacy Act."

Clarification of the fact that the questionnaires were not encompassed by the Act was received on February 3, 1975 from the Deputy Assistant Secretary for Management Planning and Technology, U. S. Department of Health, Education and Welfare. This was conveyed to the IPSC, which then elected to have local legal counsel review; as a result time ran out on 10 March 1975 and the survey was "closed."

*Source: "Changing Trends in the Plans of High School Seniors; Comparisons in the Educational, Employment and Occupational Plans of the Seniors in Indiana High School Classes of 1966, 1969, and 1972." Manpower Report 73-1, 1 February, 1973.





CHAPTER II

COMPARISONS OF THE EMPLOYMENT AND EDUCATIONAL PLANS AND OCCUPATIONAL CHOICES OF SENIORS IN THE CLASSES OF '66, '69, '72 AND '75

HIGHLIGHTS OF THE CHARACTERISTICS OF HIGH SCHOOL SENIORS (See facing page for data)

SEX DISTRIBUTION ●

Questionnaires returned by seniors in all four classes reflected slightly more than 1 percent males than females. However, a barely perceptible trend may be emerging--i.e. the slowly growing proportion of female seniors may be closing the gap. (In the State population as a whole, in 1975 there were slightly more females than males in the cohort age group of 15-19 years.)*

RACE DISTRIBUTION ★

The distribution of survey respondents by race appear to be comparable to the estimated high school race population distribution in Indiana. Slightly more than 87% reported they were Caucasian (White), 5.3% reported they were Black, 1% Spanish-American and 1.3% were "Other." 5.2% opted not to answer this question. Interestingly, there was a "reported" Lilliputian and a Martian who participated! (Our seniors apparently still have a sense of humor.)

HIGH SCHOOL CONCENTRATION ★

Although more seniors report they are enrolled in a College Prep type program than any other one type, this proportion has been getting smaller over the past ten years. Conversely, there is an upward trend of the proportion of seniors reporting they are enrolled in Vocational Education or "Other" type programs. With slight perturbations, the enrollment trend is also up in Business Education and General Education. The non-response proportion increased in '75, which is consistent with other related findings (e.g. definitiveness of plans and other non-responses).

Note: Related HIGHLIGHTS and TABLES are depicted by matching symbols.

*Source: "Indiana Population - 1950 to 2000, Part III, Population by Age and Sex." The Indiana State Board of Health Bulletin, September, 1972.

CHAPTER II (CONTINUED)

DATA: CHARACTERISTICS OF HIGH SCHOOL SENIORS

Shown below are sex, race, and type high school program.
(See facing page for Highlights.)

TABLE III
CHARACTERISTICS OF HIGH SCHOOL SENIORS

Percentage Distribution			Class of 1975		
Characteristic	Class of '66 N=70,000	Class of '69 N=75,315	Class of '72 N=81,523	Per- Cent	Number
SEX DISTRIBUTION					
Male	50.4%	50.3%	51.0%	50.3%	41,556
Female	48.6%	48.5%	48.5%	43.8%	40,329
Non-response	1.0%	1.2%	.5%	.9%	463
Totals	100.0%	100.0%	100.0%	100.0%	82,654
RACE -					
Black	Race	Was		5.3%	4,374
Caucasian (White)		Not		87.1%	72,026
Spanish-American		Identified		1.0%	817
Other		In		1.3%	1,047
Non-response		Previous		5.2%	4,331
Item Rejects		Surveys		.1%	60
Totals				100.0%	82,654
HIGH SCHOOL (PROGRAM TYPE) CONCENTRATION					
College Preparatory	C o m p a r a b l e	45.9%	43.9%	35.2%	29,065
Business Education		17.3%	15.9%	19.4%	16,009
Vocational Education		9.8%	12.0%	14.0%	11,542
General Education		18.1%	19.7%	18.7%	15,446
Other		4.8%	6.0%	8.2%	6,802
Non-response		4.2%	2.6%	4.6%	3,789
Totals		100.0%	100.0%	100.0%	82,654

Note: Related HIGHLIGHTS and TABLES are depicted by matching symbols.

HIGHLIGHTS OF THE CHARACTERISTICS OF HIGH SCHOOL SENIORS (CONTINUED)

★ HIGH SCHOOL GRADE AVERAGE

There is a definite trend toward more seniors reporting attainment of higher grade averages. The proportion of students reporting "A" and "B" averages is up significantly--totalling more than 54% in the class of '75 (the A and B total was less than 39% in 1966). In fact, the rank order has now changed with the largest single group reporting a B average: before this year, the C average group was largest.

Note: Two contra-indicating phenomena are being reported across the country--
1. more students are earning higher grades since 1960, and 2. the number of high school seniors scoring at high levels on the Scholastic Aptitude Tests has dropped dramatically since the mid-1960's.

► SIZE OF COMMUNITY

Nearly one third of Indiana's high school seniors come from a rural setting, town or city smaller than 5,000 residents. This proportion may be growing slowly: viz. 26.1% in '66, 29.6% in '69, 30.5% in '72 and 31.6% in '75. Although the data show a decrease in the proportion of seniors coming from cities having a population of 50,000 or more, the class of '75 percentage is understated because the eleven high schools in the Indianapolis School Corporation did not participate. (See note on page 3.)



CHAPTER 11 (CONTINUED)

DATA: CHARACTERISTICS OF HIGH SCHOOL SENIORS

Shown below are high school grade average and size of senior's community. (See facing page for Highlights.)

TABLE III continued
CHARACTERISTICS OF HIGH SCHOOL SENIORS

Characteristic	Percentage Distribution			Class of 1975	
	Class of '66 N=70,000	Class of '69 N=75,315	Class of '72 N=81,523	Per- Cent	Number
★ <u>HIGH SCHOOL GRADE AVERAGE</u>					
A	6.1%	5.8%	7.7%	11.4%	9,382
B	32.4%	34.4%	38.7%	43.0%	35,544
C	46.6%	47.8%	42.5%	37.9%	31,322
D	3.9%	3.8%	2.8%	2.4%	1,981
Unknown	7.9%	6.2%	6.5%	3.5%	2,876
Non-response	3.1%	2.0%	1.7%	1.9%	1,549
Totals	100.0%	100.0%	100.0%	100.0%	82,654
▶ <u>SIZE OF SENIOR'S COMMUNITY</u>					
Less than 1,000	14.6%	14.7%	16.9%	16.6%	13,759
1,000 to 4,999	11.5%	14.9%	13.6%	15.0%	12,434
5,000 to 24,999	23.5%	25.9%	22.7%	26.4%	21,804
25,000 to 49,999	9.3%	8.2%	12.5%	12.4%	10,247
50,000 or more	36.4%	29.0%	27.5%	22.9%*	18,931
Unknown	4.7%	4.9%	4.7%	4.4%	3,638
Non-response	--	2.5%	2.0%	2.2%	1,841
Totals	100.0%	100.0%	100.0%	100.0%	82,654

*See note on page 3.

CHARACTERISTICS OF HEAD OF HOUSEHOLD HIGHLIGHTS

(See facing page for data)

★ RELATIONSHIP

Fathers were reported to be the head of household in the very large majority of all three classes ($\geq 84\%$). However, the proportion of fathers heading up the household has declined for each subsequent class since '69. These declines are made up by the steadily increasing proportion of households headed up by the Mother or Other (person)--now making up nearly 15% of all households).

Note: Related data are not available from the class of '66.

★ EDUCATIONAL LEVEL (HIGHEST LEVEL ATTAINED)

The data show a progressively higher level of educational attainment of heads of household for each subsequent class. The proportion of those who have less than four years of high school has decreased to only about 20 percent in the class of '75. As might well be expected, the heads of household of high school seniors in Indiana's class of '75 is higher than the educational attainment of all persons in the labor force (Nationally) as of March 1974. (See comparison below.)

Almost 53% of the persons 25 years old and older in 1970 had completed twelve or more years of schooling in Indiana, a rise of 11.1% from the 1960 level.

Source: "Trends in Health in Indiana." The Indiana State Board of Health Bulletin, June 1975. Indianapolis, Indiana.

Highest Educational Level Attained	Heads Class of '75	U.S. Labor Force* March 1974
Less than 4 years high school	19.8%	30.8%
4 years' high school	42.2%	39.2%
Some college, no bachelors' degree	15.3%	15.0%
College 4 years or more	18.5%	15.0%
Unknown or non-response	4.2%	Not included
Totals	100.0%	100.0%

★ OCCUPATION - HEAD OF HOUSEHOLD

The general distribution of occupations of the heads of household is fairly comparable with the National pattern. Again, quite consistent with National trends, there is a gradual shift for a greater proportion of the work force to be employed in the Professional/Semi-professional and Technical groups and in the Service Occupations. However, the Skilled and Semi-skilled occupations comprise the largest single group. There is a slight trend towards a decrease in the proportions of heads of household engaged in Agricultural occupations.

*Source: "Educational Attainment of Workers, March 1974" Special Labor Force Report 175, U. S. Department of Labor, Bureau of Labor Statistics, 1975.

TABLE IV
CHARACTERISTICS OF HEAD OF HOUSEHOLD
DATA

Shown below are the relationships, level of education,
and broad occupational group. (See facing page for Highlights.)

Characteristic	Percentage Distribution		Class of 1975	
	Class of 1969 N=75,315	Class of 1972 N=81,523	Percent	Number
★ RELATIONSHIP (Head of household is)				
Father	86.6%	83.0%	84.0%	69,458
Mother	9.9%	10.4%	10.9%	9,037
Other	2.7%	3.3%	3.8%	3,151
Non-response	.8%	.3%	1.2%	1,008
Totals	100.0%	100.0%	100.0%	82,654
★ EDUCATIONAL LEVEL (Highest level attained by head of household)				
Less than High School Graduate	29.4%	24.3%	19.8%	16,367
High School Graduate	37.8%	38.7%	42.2%	34,883
< 2 Years Post-High School	11.5%	11.6%	15.3%	12,664
> 2 Years Post-High School but no Bachelor's Degree	6.1%	6.4%	18.0%	
College/University Degree	11.3%	15.1%	18.5%	15,263
Unknown	2.2%	3.0%	3.3%	2,738
Non-response	1.7%	.9%	.9%	739
Totals	100.0%	100.0%	100.0%	82,654
★ OCCUPATION OF HEAD OF HOUSEHOLD (By broad occupational group)				
Professionals/Semi-Professionals				
Technical & Kindred	17.4%	21.7%	22.4%	
Managerial and				
Officials	11.5%	15.2%	12.7%	
Clerical and Sales				
Occupations	9.2%	9.4%	8.9%	
Service				
Occupations	5.2%	6.1%	7.7%	
Agricultural and				
Kindred Occupations	6.3%	6.0%	5.3%	
Skilled and Semi-skilled				
Occupations	38.2%	31.3%	37.7%	
Non-response or				
Head Retired	12.3%	10.4%	5.3%	
Totals	100.0%	100.0%	100.0%	

HIGHLIGHTS

CHAPTER IV
SENIORS' VOCATIONAL, EDUCATIONAL,
AND EMPLOYMENT PLANS



★ SENIORS' PLANS IMMEDIATELY AFTER GRADUATION

The unmistakable highlight in the comparison of seniors' plans over the past decade, is that there is a distinct trend for a greater proportion who plan immediate employment after graduation--and a lesser proportion who plan to continue their education full time. This choice to seek employment will undoubtedly pose serious problems for many of these seniors, because during the current recession rate, unemployment in the labor force for both sexes in the 16 thru 19 years of age, was nearly triple the unemployment rate of workers 20 years old and over (e.g. about 18% for these teenagers when the total unemployment rate was > 6.6%). In earlier classes, the largest group planned to continue education full time; however, in 1975 the largest single group planned immediate employment--with a third of this group planning to continue education later. (This distinction was added in the '75 survey.) Slightly less than 14% planned part-time employment and part-time education. There was a successive drop in each later class from 1966 to 1972 who planned to enter military service after graduation, however, this trend has apparently been reversed in the class of '75.

Consideration should be given, in the comparison of percentages, to the fact that "I don't know" was added to the list of items in '72: This new item, plus the non-response, is running at about 9.5% since, 1972.

▶ HOW DEFINITE PLANS ARE

The data indicate that there is a smaller percentage of students who say their plans after graduation are "Definite," dropping from 26% of the class of '66 to 21.7% in the class of '75. The largest single group of seniors in all four classes (between 41% and 45%) as a generalization, report their plans to be "Almost definite"; about one third of all seniors in the last two classes either report their plans as "Indefinite" or do not answer this question.

▶ HOPED FOR EMPLOYMENT LOCALE

Although the first two items of this question concerning working in Indiana were changed slightly for the classes of '72 and '75, it can be said that the largest single group of seniors in all classes chose to be employed in Indiana (i.e. between 42 and 44%). About 20% would prefer to work outside of Indiana; about 35% had no preference; this last group may be growing slowly.

TABLE V
SENIORS' PLANS AFTER GRADUATION

This table has three parts; (1) the immediate plans after graduation, (2) how definite these plans are, and (3) hoped for employment locale.



	Percentage Distribution			Class of 1975	
	Class of 1966 N=70,000	Class of 1969 N=75,315	Class of 1972 N=81,523	Percent	Number
★ IMMEDIATE PLANS AFTER GRADUATION					
Immediate employment	15.3%	23.7%	25.3%	33.4%*	27,611
Continue full-time education	46.0%	42.0%	36.9%	30.7%	25,327
Full-time employment	Not asked	6.3%	6.3%	Not asked	
part-time education					
Part-time employment	22.4%	13.4%	12.0%	13.3%	10,978
part-time education					
Military service/ no further education	2.7%	1.9%	1.1%	4.3%	3,592
Military service/ then education	5.4%	4.3%	2.8%		
Marriage, no further formal education	1.8%	3.0%	3.1%	3.4%	2,803
Other	4.4%	4.0%	2.9%	5.5%	4,549
I don't know	(Not in '66)	(Not in '69)	9.3%	7.0%	5,788
Non-response	2.0%	1.4%	.3%	2.4%	2,006
Totals	100.0%	100.0%	100.0%	100.0%	82,654
▶ HOW DEFINITE PLANS ARE					
Definite	26.0%	24.1%	22.9%	21.7%	17,966
Almost definite	41.0%	45.4%	43.0%	44.5%	36,758
Indefinite	27.0%	28.9%	33.5%	32.7%	27,058
Non-response	6.0%	1.6%	.6%	1.1%	872
Totals	100.0%	100.0%	100.0%	100.0%	82,654
▶ I HOPE TO BE EMPLOYED					
In my city or county	39.8%	39.0%	33.4%	31.5%	
Elsewhere in Indiana	4.4%	4.0%	10.9%	10.5%	
Outside of Indiana	20.4%	20.0%	19.0%	20.2%	
No preference	32.8%	35.0%	35.1%	35.5%	
Non-response	2.6%	2.0%	.6%	2.3%	
Totals	100.0%	100.0%	100.0%	100.0%	

*Made up of 18.9% who planned to work full time--no further education, and 14.5% who planned to work full time first--then further their education later.

HIGHLIGHTS OF FACTORS RELATED TO SENIORS' CHOICE OF CAREER (See facing page for data)

WHEN FIRST "INTEREST" IN CHOSEN VOCATIONAL OR PROFESSIONAL FIELD WAS NOTED -- AND WHEN DECISION WAS MADE

It would appear from the data, that interests in vocations or professions are generated in some students throughout all the school year levels, with most such activity occurring between the 7th grade and the junior year in high school in particular. The decision on a chosen field, however, is deferred largely to the senior year in high school -- or it may be decided in the junior year by others. The data from all classes are quite close, considering the range of choices. A trend is developing for seniors in the more recent classes to report their occupational or career interests and decisions occur at a slightly later time: this is consistent with the trend reported earlier for fewer seniors in the more recent classes to report their plans as being "Definite."

THE MOST IMPORTANT REASONS GIVEN BY SENIORS FOR CHOOSING AN OCCUPATION OR CAREER

"Activities on the job" was given as the most important reason for choosing an occupation or career by nearly 40% of both classes. "Money" was the second most popular reason chosen by about 15% of all seniors; followed by "Kinds of people I'll work with," and Serving Society. The top six most important reasons and second most important reasons for choosing a particular occupation has an identical rank order in both the classes of '72 and '75. (The list of reasons were scrambled on the questionnaire but are rank ordered in Table VI for convenience.)

SOURCE OR PERSON MOST HELPFUL IN MAKING CAREER CHOICE (These data could be very useful in the planning of counseling and recruiting efforts.)

"Parents and relatives" were the most helpful to seniors in making their career choices in both classes of '72 and '75, and it appears that the proportion of seniors so reporting is increasing (now nearly one third of all seniors make this their first choice). The second most helpful is "Friends," however, the percentage of seniors so indicating falls off sharply from the first choice--and appears to have dropped in importance in '75. "Previous work experience," "High school courses" and "Teachers" are the next most popular choices. It also appears that although "School activity programs" and "Career information systems" are not selected by many seniors as most helpful (< 4%), the proportions of seniors making these choices are larger in the class of '75. This seems consistent with the growing emphasis on career development programs and the fact that career information dissemination systems are in early stages of implementation.

Undoubtedly, printed materials and media help relatives, friends, teachers and counselors,--the interrelationships between all these items cannot be measured.

This question was revised considerably in 1972, therefore direct comparisons with the other classes would be highly questionable. It can be reported, however, the data generally appear to be consistent with the earlier classes.

TABLE VI
FACTORS RELATED TO MAKING CAREER CHOICE

WHEN FIRST "INTEREST" WAS NOTED IN CHOSEN CAREER (Each line across totals 100%)

Class of	Elementary Grades (1-6)	Junior H.S. Grades (7-8)	High School				Non-Response
			Frosh	Soph.	Jr.	Sr.	
1969	11.2%	13.3%	16.1%	20.3%	19.8%	13.0%	6.3%
1972	11.1%	14.2%	13.2%	15.5%	23.4%	18.7%	3.9%
1975	10.1%	15.1%	14.5%	17.4%	26.0%	14.5%	2.4%

WHEN CAREER "DECISION" WAS MADE (Each line across totals 100%)

1966	1.6%	2.7%	5.6%	9.1%	16.5%	38.8%	25.7%
1969	1.4%	2.7%	6.2%	9.9%	21.7%	47.5%	10.6%
1972	1.8%	3.2%	5.3%	8.2%	20.8%	53.1%	7.6%
1975	1.7%	3.8%	6.6%	10.0%	26.1%	45.9%	5.9%

THE TWO MOST IMPORTANT REASONS FOR CHOOSING AN OCCUPATION OR CAREER ARE:

	Rank Order in Class of '72		Rank Order in Class of '75	
	The Most Important Reason	Second Most Important Reason	The Most Important Reason	Second Most Important Reason
Activities on the job	1	3	1	3
Money	2	1	2	1
Kinds of people I'll work with	3	2	3	2
Serving Society	4	4	4	4
Like to work outdoors	5	6	5	6
Status or prestige of job	6	5	6	5
Parents' opinion of job	7	7	8	7
Friends' opinion of job	8	8	9	8
Like to work indoors	9	9	7	9

SOURCE OR PERSON MOST HELPFUL IN MAKING CAREER CHOICE

(Listed as arranged in questionnaire)	Class of '72			Class of '75		
	Percent Distribution		(Composite) Derived Rank Order	Percent Distribution		(Composite) Derived Rank Order
	Most Helpful	2nd Most Helpful		Most Helpful	2nd Most Helpful	
Parents or other relatives	26.5%	14.8%	1	32.8%	17.1%	1
Friend	15.8%	18.8%	2	10.5%	16.5%	2
High school teacher	10.3%	9.6%	5	8.3%	8.3%	5
School guidance counselor	5.0%	7.5%	7	3.7%	6.5%	8
School activity programs	2.6%	3.4%	9	3.5%	3.9%	9
Career info systems	.6%	1.1%	10	1.0%	2.0%	11
Printed materials	5.6%	8.0%	6	4.7%	7.8%	7
TV and radio	2.8%	4.0%	8	2.3%	3.6%	10
Previous work experience	12.6%	9.8%	4	9.5%	10.2%	3
High school courses	13.1%	13.3%	3	9.4%	9.1%	4
Other	(Not listed in '72)		-	7.3%	4.7%	6
Non-response	5.0%	9.6%	-	7.0%	10.1%	-
Totals	100.0%	100.0%		100.0%	100.0%	

HIGHLIGHTS OF SENIORS' MAIN OCCUPATIONAL OR CAREER CHOICE BY CAREER CLUSTERS

As can be seen in Table VII, "Seniors' Occupational Choices by Career Clusters (Areas), the most popular clusters were:

1. Health and Medical Related--
14.5 percent of all seniors,
2. Clerical--8.9 percent of all
seniors
3. Teachers--8 percent of all seniors,
4. Engineers--4.3 percent,
5. Agriculture Related--4.3 percent, and
6. Technicians (technical types)--3.7
percent.



The trends that have developed over the past ten years, in senior's choices of occupations within each cluster, are the following:

1. There is a steady and growing popularity of occupations in the Health and Medical Career Areas in each succeeding class (from 9.7% of all seniors in 1966, to 14.5% in 1975).
2. There is a slower rate of increase--yet a steady growth in the popularity of Technical Type Technicians and Apprenticeships (now at 3.7% and 2.0% respectively).
3. There is an increased interest in becoming managers (from approximately 2% in 1966/1969 to 2.6% in 1972/1975).
4. There is a declining proportion of seniors selecting the Teacher Career Areas, particularly Elementary Teachers (from 10% of all seniors in the class of '66 to 8% in '75).
5. There was a decline in the choice of Engineering Careers from 1966 to 1972, with a notable recovery (4.3% of all seniors) in the class of '75.
6. Interest in Computer related operations peaked in 1969 at 3.2%; both the classes of '72 and '75 reported 2.7% of all seniors were interested in occupations related to computers.
7. There has been a slight decline of interest in the Clerical Occupations since 1969.
8. There has been a steady increase in the proportion of students expressing an interest in careers in Agriculture. This includes Conservationist and Forester, which have become quite popular.

HIGHLIGHTS OF SENIORS' MAIN OCCUPATIONAL OR CAREER CHOICE (CONTINUED)

Among the major objectives of these surveys are (1) to assist seniors in deciding on an appropriate occupational or career choice and then (2) to help them make sound related educational and employment plans. Accordingly, a comprehensive list of occupations was provided to each senior for review while making his or her choices or plans and completing the questionnaire.

Occupations were arranged in career clusters for convenience. Highlights of the seniors' choices of occupations or careers are shown below in Table VII in two ways; first, by the relative popularity of each of the career clusters indicated by the percentage of students selecting an occupation within the cluster and second, the top twenty occupational choices are rank ordered. Comparisons are made between the classes of '66, '69, '72 and '75. Details of each occupational choice are presented later in Table VIII.

TABLE VII
SENIORS' OCCUPATIONAL CHOICES BY CAREER CLUSTERS (AREAS)

Occupational Career Cluster (Area)	Classes of				
	1966	1969	1972	1975	#
	%	%	%	%	
Agriculture Related (excludes Veterinarian)	2.8	2.8	3.8	4.3	2,623
Apprentices (all types)	1.6	1.5	1.7	2.0	1,576
Clerical (excludes Sales, e.g. Cashiers or Retail Clerks)					
Bookkeepers	.7	.7	.7	.7	587
Clerks (less sales)	.7	.6	.6	.9	749
Key Punch Operator/Data Typist	N.L.	.7	.5	.6	526
Office Machine Operator	.3	.3	.1	.1	98
Secretary or Stenographer	} 6.4*	6.3	6.6	6.3	5,216
Typist		.7	.7	.3	263
Clerical Totals	8.1	9.3	9.2	8.9	7,439
Computer Related	N.L.	3.2	2.7	2.7	2,488
Engineers (All types)	6.3	4.6	3.9	4.3	3,604
Health Related					
Dental Occupations	1.3	1.4	1.6	1.7	1,417
Medical Practitioners	1.8	1.7	2.4	2.5	2,096
Medical Technicians and Assistants	2.1	2.4	3.0	3.2	2,431
Nursing Occupations	2.9	3.1	4.4	4.5	3,634
Therapy and Rehabilitation	.7	.9	1.5	1.3	1,088
Other Medical and Health	1.0	1.0	1.2	1.3	1,086
Health Totals	9.7	10.5	14.1	14.5	10,752
Managers	2.1	2.0	2.6	2.6	2,083
Salespersons	1.0	1.0	.9	1.0	840
Teachers					
Pre-School or Kindergarten	} 4.6	4.4	.4	.5	413
Elementary			2.4	1.4	1,183
Secondary (all)	5.4	5.3	6.0	4.9	3,703
Special Education	N.L.	N.L.	1.8	1.1	844
College Professors/Instructors	N.L.	.1	.1	.1	108
Teacher Totals	10.0	9.8	10.7	8.0	6,251
Technicians Technical (excludes Medical)	3.0	3.2	3.4	3.7	2,901

*Secretary/Stenographer combined in '66 survey.

HIGHLIGHTS OF SENIORS' MAIN OCCUPATIONAL OR CAREER CHOICE OF MOST POPULAR OCCUPATIONS

The most popular occupational choices (each chosen by more than 2,000 seniors) of high school seniors have been--and continue to be--Secretaries, Teachers, Engineers, Technicians (both Technical and Medical Types), Accountants, Registered Nurses and Automobile Mechanics.



Among the trends that have developed over the past ten years in the changes of the more popular occupational choices of seniors are the following:

1. A decline in the proportion of high school seniors planning to become Elementary Teachers since the class of '66; popularity of becoming a Secondary Teacher peaking in 1972, falling off sharply in 1975.
2. An increase over the years of interest in becoming Technicians, both medical and technical types, as well as Police or Security Officers.
3. A late reversal of the downward trend of interest is apparent as more seniors in the class of '75 choose Farmers; Engineers; Factory Assembly or Production Worker; and Author, Journalist or Reporter.
4. A drop of interest in becoming a Lawyer; Beautician, Beauty Operator, or Cosmetologist; or Social Worker, or Airline Host(ess) or Steward(ess) (the latter still an unrealistic choice for more than 900 seniors).
5. There was an increase in the proportion of seniors who identified Housewife as their occupational choice.
6. There appears to be an increasing proportion of seniors interested in becoming Cashiers, including Retail Store and Banks.

Note: Seniors' choices of individual occupations are shown in Table IX beginning on page 19. Individual occupations are listed alphabetically, as well as by selected career clusters.

HIGHLIGHTS OF SENIORS'
MAIN OCCUPATIONAL OR CAREER CHOICE (CONTINUED)
BY MOST POPULAR OCCUPATIONS

There have been some important changes in the relative popularity (most frequently chosen) occupations during the past ten years. Table VIII below presents the rank order of the twenty most popular occupations in the class of '75 with the comparative popularity in the preceding classes.

TABLE VIII
RANK ORDER AND COMPARISON OF OCCUPATIONAL CHOICES

1975 Rank Order	Occupation	Classes of			
		1966 %	1969 %	1972 %	1975 % #
1	Secretary or Stenographer	6.2	6.3	6.6	6.3 5,216
2	Secondary School Teachers	5.4	5.3	6.0	4.8 3,768
3	Engineers	6.2	4.6	3.9	4.3 3,604
4	Accountant or Auditor	4.2	1.7	2.2	3.7 3,086
5	Technicians (Technical Types)	3.0	3.2	3.4	3.7 3,001
6	Technicians & Assts. (Medical)	2.0	2.4	3.0	3.2 2,481
7	Registered Nurse (R.N.)	2.7*	2.3	3.0	3.0 2,388
8	Automobile Mechanic or Repairman	1.5	2.0	2.9	2.7 2,222
9	Housewife	1.3	1.4	1.4	2.1 1,794
10	Farmer; General, Speciality Crop, Dairy or Fruit	2.8**	2.3	1.8	2.0 1,656
11	Assembly or Production Worker in a Factory	1.5	1.4	1.3	1.8 1,510
12	Lawyer or Judge	1.6	1.8	2.5	1.8 1,518
13	Police or Security Officers (incl. Detective, Guard or Sheriff)	.8	.8	1.2	1.7 1,395
14	Elementary (grade school) Teachers	4.6***	4.4***	2.4	1.4 1,183
15	Teacher; Physical Education or Coaching	Not Listed		1.4	1.4 1,152
16	Beautician, Beauty Operator or Cosmetologist	1.6	1.8	1.6	1.3 1,115
17	Social Worker	1.3	1.5	1.6	1.2 974
18	Author, Journalist or Reporter	.6	.5	.3	1.2 957
19	Cashier, Retail Store & Banks	.7	.6	.7	1.1 927
20	Airline Host(ess) or Steward(ess)	1.0	1.6	1.3	1.1 917
21	Computer Programmer	N.L.	1.3	1.1	1.1 854

*includes LPN only in 1966

**includes Forester only in 1966

***includes Kindergarten Teachers only in 1966 and 1969.

For discussion of this Table see facing page 16.

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TABLE IX
SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICE
By Occupations, Alphabetically Arranged
 (Percentage Distribution)

Occupation	Classes of				#
	1966 N=70,000 %	1969 N=75,315 %	1972 N=81,523 %	1975 N=82,654 %	
Accountant or Auditor	4.2%	1.7%	2.2%	3.7%	3,086
Actor, Actress, Dancer or Entertainer	.4	.4	.5	.7	617
Advertising Agent or Rel. Occupation	.3	.2	.2	.3	228
AGRICULTURAL RELATED OCCUPATIONS					
Agricultural Engineer (See Engineers)					
Agonomist or Geneticist	N.L.	N.L.	N.L.	.1	52
Animal Techn. (Veterinarian Asst.)	N.L.	.1	.2	.4	336
Conservationist, Soil or Range Manager	N.L.	N.L.	.6	.6	564
Farmer; General, Speciality Crop, Dairy or Fruit	2.8	2.3	1.8	2.0	1,656
Forester	.4	.4	1.0	.9	760
Horticulturist	N.L.	N.L.	.2	.3	255
Veterinarian (See HEALTH REL.)					
Agriculture Related Sub-total	2.8	2.8	3.8	4.3	2,623
Airline Hostess or Steward(ess)	.9	1.6	1.3	1.1	917
Airplane Mechanic (See Technicians)	.1	.2	.2	.3	215
Announcer or Broadcaster, Radio or TV	N.L.	N.L.	N.L.	.5	399
APPRENTICES					
Carpenter Apprentice	N.L.	.1	.3	.4	345
Electrician Apprentice	N.L.	.1	.3	.4	290
Metal Working Apprentice (and Mach.)	N.L.	.3	.2	.4	291
Plumber or Pipefitter Apprentice	N.L.	.1	.1	.2	148
Printing Trade Apprentice	N.L.	.1	.2	.1	118
Other Construction Trade Apprentice	N.L.	.2	.2	.2	166
Other Apprentice (Not listed)	1.6	.6	.4	.3	218
Apprentice Sub-total	1.6	1.5	1.7	2.0	1,576
Architect	1.0	1.0	1.1	1.0	859
Artist or Sculptor (Not a Teacher)		(Not Broken Out)		1.0	835
Assembly or Production Worker in a Factory	1.5	1.4	1.3	1.8	1,510
Athlete or Sports Official (Not a Teacher)		(Not Broken Out)		.4	350
Attendant, Service Station (Not Auto Mech.)	N.L.	< .1	< .1	< .1	38
Author, Journalist or Reporter	.6	.5	.3	1.2	957
Automobile Mechanic or Repairman	1.5	2.0	2.9	2.7	2,222
Barber	.1	.1	.1	.1	45
Bartender	.2	.2	.2	.2	161
Beautician, Beauty Operator or Cosmetologist	1.6	1.8	1.6	1.3	1,115
Biologist (Not a Teacher)	N.L.	N.L.	.6	.3	280
Bookkeeper	.7	.7	.7	.7	587
Brick and Stone Mason or Tile Setter	.1	.1	.1	.2	166
Building Contractor	.3	.3	.3	.2	153
Buyer or Purchasing Agent	.2	.1	.1	.2	176
Cabinet Maker	.2	.1	.1	.1	52
Carpenter	.4	.3	.5	.7	607
Cashiers, Retail Stores & Banks (see Clerks)	.7	.6	.7	1.1	927
Cement Mason or Worker	N.L.	< .1	< .1	.1	53



TABLE IX
SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICE (CONTINUED)

Occupation	Classes of				#
	1966 N=70,000 %	1969 N=75,315 %	1972 N=81,523 %	1975 N=82,654 %	
Chemist (Not a Teacher)	.5%	.3%	.3%	.2%	186
Clergyman; Minister, Priest, or Rabbi	.6	.5	.5	.4	369
Clerks (incl. File, General, Sales, Post-office, or Special Clerks; does <u>not</u> include Cashiers who handle customer payments)	.7	.6	.6	.9	749
Commercial Artist or Industrial Illustrator	.2	.2	.3	.6	519
COMPUTER RELATED					
Computer Analyst or Scientist	N.L.	.4	.2	.3	231
Computer Key-punch or Data Typist	N.L.	.7	.5	.6	526
Computer Operations Manager	N.L.	.1	.1	.2	156
Computer Programmer	N.L.	1.3	1.1	1.1	854
Computer or Rel. Equip. Operator	N.L.	.7	.8	.5	341
Computer Sub-total	--	3.2	2.7	2.7	2,148
Construction Machinery Operator 	.4	.4	.4	1.0	852
Construction Workers (See Brick Mason, Bldg. Contractor, Carpenter, Cement Mason, Painter or Plumber)					
Cook or Chef	.1	.1	.1	.3	253
Dental Occupations (See Health Rel. Occup.)					
Diesel Mechanic	N.L.	N.L.	.5	.6	489
Dietician	.2	.1	.2	.2	155
Doctors (See Health Related Occupations)					
Dressmaker or Seamstress (See Tailor)	.2	.1	.1	.2	186
Draftsman (See Technicians)	1.0	1.0	.7	.7	564
Driver, Bus or Taxi	.1	.1	.2	.1	52
Driver, Truck or Routeman	.2	.2	.3	.9	772
Economist (Not a Teacher)	(Not Broken Out)		.1	.1	73
Embalmer or Undertaker	.2	.1	.1	.2	135
Electrician (Also see Apprentices & Tech.)	.6	.5	.4	.5	384
Electronics Repairman, Radio or TV (See Technicians)	.5	.5	.6	.3	283
ENGINEERS					
Aeronautical or Astronautical Engr.	N	.5	.2	.2	200
Agricultural Engineer	o	.1	.1	.2	173
Biomedical Engineer	t	N.L.	N.L.	.1	53
Chemical Engineer		.3	.2	.3	230
Civil Engineer	B	.4	.4	.4	290
Construction Engineer	r	N.L.	N.L.	.2	190
Electrical Engineer	o	1.4	1.1	.9	731
Environmental Engineer	k	N.L.	.1	.1	65
Industrial Engineer	e	.5	.4	.2	145
Mechanical Engineer	n	1.2	1.2	.8	701
Metallurgical Engineer or Metallurgist		.0	.0	.1	43
Mining or Petroleum Engineer	O	.0	.0	<.1	38
Nuclear Engineer	u	.1	.1	.1	110
Sanitary Engineer	t	.0	.0	<.1	38
Undecided Field in Engineering		N.L.	N.L.	.7	597
Engineers Sub-total		6.2	4.6	4.3	3,604

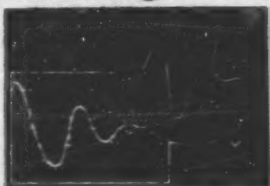


TABLE IX
SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICE (CONTINUED)

21

Occupation	Classes of				#
	1966 N=70,000	1969 N=75,315	1972 N=81,523	1975 N=82,654	
	%	%	%	%	
Factory Worker, Assembly or Prod. Wrk.	1.5%	1.4%	1.3%	1.8%	1,510
Fireman or Fire Fighter; Paid, not Volunteer	.1	.1	.1	.1	102
Foreman or Supervisor of Workers	N.L.	.1	.2	.2	148
Geo-scientists; Geologist or Geophysicist (Not a Teacher)	N.L.	N.L.	.1	.1	73
Guidance Counselor or Student Advisor	N.L.	.1	.1	.1	90
HEALTH RELATED OCCUPATIONS					
<u>Dental Occupations</u>					
Dental Assistant	.5	.6	.7	.8	647
Dental Hygienist	.3	.3	.4	.4	356
Dental Laboratory Technician	.1	.1	.1	.1	53
Dentist	.4	.4	.4	.4	361
Dental Sub-total	1.3	1.4	1.6	1.7	1,417
<u>Medical Practitioners</u>					
Chiropractor	N.L.	N.L.	N.L.	< .1	28
Optometrist	N.L.	N.L.	.2	.1	110
Osteopath Physician	N.L.	N.L.	N.L.	< .1	3
Physician, General Practice	1.4	1.3	1.6	.7	589
Physician, Specialized Practice				.9	747
Podiatrist (Foot Specialist)	N.L.	N.L.	N.L.	< .1	8
Veterinarian	.4	.4	.6	.7	611
Medical Practitioner Sub-total	1.8	1.7	2.4	2.5	2,096
<u>Medical Related Technicians* and Assistants</u>					
Animal Technician (Veterinarian Asst)	N.L.	.3	.4	.4	336
Electrocardiograph Technician	.1	.1	.1	< .1	10
Electroencephalograph Technician	N.L.	N.L.	.1	< .1	10
Hospital Ward Clerk	.1	.1	.1	< .1	28
Hospital Worker, Not otherwise listed	N.L.	.1	.1	.1	75
Medical Artist	.1	.1	.1	< .1	22
Medical Assistant	.4	.4	.5	.4	359
Medical Laboratory Tech. or Asst.	.3	.3	.3	.6	469
Medical Record Technician or Clerk	.3	.0	.0	.1	60
Medical Secretary		.1	.3	.2	200
Mental Health Tech. (See Nursing Aide)	N.L.	.0	.1	.1	47
Operating Room Technician	N.L.	.1	.1	.2	125
Optometric Assistant	N.L.	N.L.	N.L.	.1	32
Physician's Assistant	N.L.	N.L.	N.L.	.1	58
Radiologic (X-ray) Technician	.4	.4	.6	.6	459
Other Medical Technician or Asst., Not listed	.4	.4	.2	.2	141
Medical Technicians & Assts. Sub-total	2.1	2.4	3.0	3.2	2,431
*Technicians usually require about two years of training after graduation from high school.					
<u>Nursing Occupations</u>					
Registered Nurse (R.N.)	2.7	2.3	3.0	3.0	2,388
Licensed Practical Nurse (LPN)		.7	1.1	1.0	797
Nursing Aide, Orderly or Attendant (incl. Psychiatric Aide)	.2	.1	.3	.5	449
Nursing Sub-total	2.9	3.1	4.4	4.5	3,634



TABLE IX
SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICE (CONTINUED)

Occupation	Classes of				#
	1966 N=70,000 %	1969 N=75,315 %	1972 N=81,523 %	1975 N=82,654 %	
HEALTH RELATED OCCUPATIONS CONTINUED					
Therapy and Rehabilitation 					
Occupational Therapist	.1%	.1%	.2%	.2%	145
Occupational Therapy Assistant	N.L.	N.L.	.1	.1	58
Physical Therapist	.3	.4	.7	.7	609
Respiratory (Inhalation) Therapist	N.L.	.1	.1	.1	93
Recreation Therapist	.1	.1	--	--	N.L.
Speech Pathologist, Audiologist or Speech & Hearing Clinician	.2	.2	.4	.2	183
Therapy and Rehabilitation Sub-total	.7	.9	1.5	1.3	1,088
Other Medical and Health Related Occupations					
Bio-Medical Engineering Technician	N.L.	.1	.1	< .1	23
Dietitian	.2	.1	.2	.2	155
Hospital Administrator or Manager	N.L.	.1	.1	< .1	20
Industrial Hygienist	N.L.	< .1	< .1	< .1	12
Medical Records Administrator	N.L.	N.L.	N.L.	< .1	22
Pharmacist	.5	.5	.6	.7	553
Sanitarian	N.L.	< .1	< .1	< .1	40
Other Medical or Health Related Occupation, Not listed	.3	.2	.1	.3	261
Other Medical & Health Sub-total	1.0	1.0	1.2	1.3	1,086
HEALTH RELATED TOTAL	9.7	10.5	14.1	14.5	10,752
Historian (Not a Teacher)	N.L.	N.L.	.1	.1	65
Home Economist (Not a Teacher)	N.L.	.3	.3	.3	221
Housewife	1.3	1.4	1.4	2.1	1,794
Industrial Illustrator or Commercial Artist	N.L.	.1	.1	.1	90
Interior Decorator or Designer	.3	.2	.3	.8	639
Laboratory Technicians or Assistants (See Technicians & Health Rel. Occupations)					
Journalist, Author or Reporter	.5	.6	.8	1.2	957
Land Surveyor	N.L.	< .1	< .1	< .1	32
Lawyer or Judge	1.6	1.8	2.5	1.8	1,508
Librarian 	.2	.2	.2	.1	70
Librarian Assistant or Aide	--	--	--	< .1	23
Licensed Practical Nurse (LPN) See Health Related Occupations					
Lineman or Serviceman, Elect. Power or Telephone	N.L.	.0	.1	.1	83
Machinery Maintenance or Millwright	.5	.4	.3	.1	95
Machinist or Machine Shop Related Occupations (Not Sheet Metal Wrk)	.2	.2	.3	.5	373
Maid or Housekeeper	N.L.	< .1	< .1	.1	47
Mail Carrier 	N.L.	.0	.1	.1	63
MANAGERS					
Manager, Cafeteria or Restaurant	.2	.2	.2	.3	263
Manager, Computer Operations	N.L.	.1	.1	.2	156
Manager, Hospital	N.L.	N.L.	N.L.	< .1	20
Manager, Hotel, Motel or Apt. House	.2	.2	.3	.2	133
Manager or Supervisor, Industrial	.4	.4	.4	.3	198
Manager, Office	.4	.4	.5	.3	218
Manager, Retail or Wholesale Ops.	.5	.4	.5	.7	619
Manager, Other, Not listed	.4	.3	.6	.5	431
Managers Sub-total	2.0	2.1	2.6	2.6	2,038

TABLE IX
SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICE (CONTINUED)

Occupation	Classes of				#
	1966 N=70,000 %	1969 N=75,315 %	1972 N=81,523 %	1975 N=82,654 %	
Mathematician or Statistician (Not a Teacher)	N.L.	.4%	.4%	.2%	165
Meatcutter or Butcher	.1	.1	.1	.3	288
Mechanics or Repairman (See Automobile or Diesel Mechanic, Technicians or Machinery Maintencenceman)					
Military, Enlisted; All Services	N.L.	N.L.	.5	.9	721
Military, Commissioned Officer; All Services	N.L.	N.L.	.6	.4	313
Mining or Petroleum Equip. Operator	N.L.	N.L.	N.L.	< .1	40
Musician (Not a Teacher)	.7	.8	.8	.9	776
Nurses (See Health Rel. Occupations)					
Oceanographer	N.L.	N.L.	.4	.2	155
Office Machine Operator	.3	.3	.1	.1	98
Office Machine Repairman	N.L.	N.L.	< .1	< .1	10
Painter or Paperhanger	N.L.	.0	.0	.1	55
Pharmacist (See Health Rel. Occupations)					
Photographer, Photo Processing or Related Occupation	.2	.2	.4	.5	403
Physicist (Not a Teacher)	.5	.5	.2	.1	77
Pilot, Commercial Aviation	.6	.5	.5	.4	304
Plumber or Pipefitter	.1	.1	.1	.1	103
Police or Security Officers (incl. Detective, Guard or Sheriff)	.8	.8	1.2	1.7	1,395
Printer, Pressman or Rel. Occupations	.2	.1	.2	.3	251
Production or Assembly Worker in Factory	1.5	1.4	1.3	1.8	1,520
Psychologist (Not a Teacher)	Unknown	.7	1.0	.9	754
Public Official or Politician	N.L.	.1	.1	.1	83
Registered Nurse (R.N.) (See Health Related Occupations)					
SALESPERSONS					
Salesman; Bonds, Stocks or Securities		.0	< .1	< .1	40
Salesman, Insurance		.1	.1	.1	77
Salesman, Manufacturers' Products	.4	.2	.2	.2	188
Salesman, Real Estate and Broker		.1	.1	.1	123
Sales Workers (See Advertising, Clerks, Cashiers, Managers)	.2	.2	.2	.2	191
Retail Clerk (See Clerks or Cashiers)	.4	.4	.3	.3	221
Salespersons Sub-total	1.0	1.0	.9	1.0	840
Secretary or Stenographer (Combined)	6.2	6.3	6.6	6.3	5,216
Sheet Metal Worker (Not Machinist)	.1	.1	.1	.1	58
Social Scientist (Not a Teacher)	.4	.3	.3	.1	57
Social Service or Welfare Aide				.2	185
Social Worker	1.3	1.5	1.6	1.2	974
Tailor (See Dressmaker or Seamstress)*	N.L.	< .1	< .1	< .1	43

TABLE IX
SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICE (CONTINUED)

Occupation	Classes of					
	1966 N=70,000 %	1969 N=75,315 %	1972 N=81,523 %	1975 N=82,654 % #		
TEACHERS						
Pre-school or Kindergarten Teachers	4.6	4.4	.4	.5	413	
Elementary (grade school) Teachers			2.4	1.4	1,183	
Special Education Teachers (incl. handicapped or exceptional children)			N.L.	1.8	1.1	844
High School or Junior High School Teachers						
Agriculture	N o t B r o k e n O u t		< .1	< .1	40	
Art			.4	.4	303	
Business and Office			.5	.2	165	
Communications (Speech or Dramatics)			.1	.1	55	
Distributive Education			< .1	< .1	18	
English			.5	.3	215	
Health			.2	< .1	15	
Home Economics			.4	.2	143	
Industrial Arts			.2	.1	82	
Languages, Modern or Foreign			.4	.2	203	
Library Science			N.L.	< .1	15	
Life Sciences (Biology, Botany or Ecology)				.1	.1	58
Mathematics				.5	.2	193
Music				.5	.7	554
Physical Education and Coaching				1.4	1.4	1,152
Physical Sciences (Chemistry or Physics)				.1	.1	42
Vocational, Trade and Industrial, or Technical Education				.1	.1	48
Social Sciences (Sociology, Civics, History or Economics)				.7	.4	328
Other Subject Areas	--	--	--	.1	90	
Secondary Teachers Sub-total	5.4	5.3	6.0	4.8	3,708	
College or University Professor or Instructor	N.L.	.2	.1	.1	108	

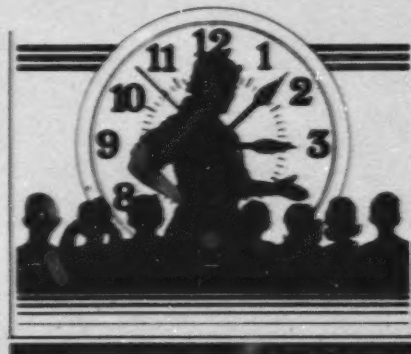


TABLE IX
SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICE (CONTINUED)

Occupation	Classes of				
	1966 N=70,000 %	1969 N=75,315 %	1972 N=81,523 %	1975 N=82,654 %	#
TECHNICIANS: Engineering or Science Support Related Fields (Does not include medical related technicians or Auto and Diesel Mechanics)					
Technicians, (Technical and Kindred Types)*					
Architectural Technician	N.L.	.1	.1	.1	117
Aviation Electronics	N.L.	.1	.1	.1	52
Aviation Maintenance	N.L.	.1	.1	.3	215
Biological Science Technician	N.L.	N.L.	<.1	<.1	35
Chemical Technician	N.L.	--	<.1	<.1	25
Contractor, Construction	N.L.	N.L.	.3	.3	210
Civil Engineering Technician	N.L.	<.1	<.1	<.1	25
Draftsman	1.0	1.0	.7	.7	565
Electronics Technician		.8	.8	.8	692
Electrical Power Technician	.8	.1	.1	.1	80
Geo-sciences Technician	N.L.	N.L.	<.1	<.1	15
Industrial Engineering Technician	N.L.	.1	.1	.1	70
Industrial Illustrator & Kindred	N.L.	.1	.1	.1	120
Mechanical Engineering Technician	N.L.	.2	.2	.2	155
Technologist, General	N.L.	.1	.1	N.L.	N.L.
Physical Science (Phys.) Tech.	N.L.	N.L.	<.1	<.1	25
Pollution Control Technician	N.L.	.1	.1	.1	40
Tool and Die Technician	.3	.2	.2	.3	280
Technician, Other	N.L.	.2	.2	.3	280
Technicians, (Undesignated)	.9	--	--	--	--
Technicians (Tech.) Sub-total	3.0	3.2	3.4	3.7	3,001
Typist (See Secretary)	N.L.	.7	.7	.3	263
Waitress, Waiter or Dining Room Attendant	.2	.2	.3	.3	250
Water or Sanitary Works Operator	N.L.	N.L.	<.1	<.1	7
Welder and Flame-cutter	.4	.4	.5	.7	558

*Technicians usually require about two years of training after graduation from high school, such as in an Associate Degree Program.



CHAPTER V

PLANS OF HIGH SCHOOL SENIORS WHO PLAN TO CONTINUE
THEIR EDUCATION IMMEDIATELY UPON GRADUATION

(Data concerning seniors who plan to delay continuing their education for six months or longer after graduation--or do not plan to continue their education--are presented later in Chapters VI and VII.)

HIGHLIGHTS OF SENIORS' CHOICES OF
COLLEGES, UNIVERSITIES, AND TRAINING INSTITUTIONSGENERAL

Two thirds of all seniors responding to the questionnaire in the class of '69 identified the specific college or university in Indiana--or other institution, they planned to attend immediately after graduation from high school. (Seniors planning part-time as well as full-time education or training are included.) This proportion identifying a college or university of their choice, has decreased with each subsequent class, to about 57% of all seniors in the class of '75.

Type Institution	Seniors in Class of		
	1969	1972	1975
<u>Indiana Public Supported</u>			
College or University	37.7%	35.9%	31.6%
<u>Indiana Private</u>			
College or University	7.1%	7.8%	7.5%
<u>All Other Colleges, Universities</u>			
<u>or Institutions*</u>	<u>25.7%</u>	<u>19.8%</u>	<u>18.0%</u>
Totals	66.5%	63.5%	57.1%

*Includes trade apprenticeship, business, vocational, and other schools.

INDIANA PUBLIC SUPPORTED COLLEGES AND UNIVERSITIES

Nearly 32% of all seniors in the class of '75 who responded to the questionnaire, reported they planned to attend a public (State) supported college or university in Indiana; this percentage represents 25,759 seniors. The proportion of seniors who plan to attend an Indiana public supported college or university has been declining over the years.

SENIORS PLANNING TO ATTEND AN INDIANA PUBLIC COLLEGE OR UNIVERSITY

	Class of '69		Class of '72		Class of '75	
	%	#	%	#	%	#
Public Supported University	35.9%	27,059	33.2%	26,870	29.1%	23,685
Ivy Tech Institutes	1.8%	1,425	2.7%	2,208	2.6%	2,074
Totals	37.7%	28,484	35.9%	29,078	31.7%	25,759

The rank order of popularity of Indiana public supported colleges and universities in 1975 was:



Institution	Rank	Total Number
Indiana University	1st	8,938
Purdue University	2nd	7,284
Ball State University	3rd	3,700
Indiana State University	4th	2,556
Ivy Tech College	5th	2,074
Vincennes University	6th	1,207
Total		25,759 Seniors

Note: Includes all regional campuses.

The above is the identical rank order found in the Class of '72.

PLANS OF HIGH SCHOOL SENIORS WHO PLAN TO FURTHER THEIR EDUCATION IMMEDIATELY UPON GRADUATION

Each senior who planned to continue his education was asked to indicate: (1) Which college or university he planned to attend, (2) What his program (curriculum) choice was, (3) Why he selected that particular school, where it was located, and how he planned to finance his education, (4) Whether or not he planned doing graduate work or professional training after completing undergraduate work, and (5) What program, not now available in his community he would attend if it was offered. The following table presents the proportion of high school seniors who identified the public college or university, in Indiana, that they planned to attend.

TABLE X
PUBLIC COLLEGE OR UNIVERSITY PREFERRED (LOCATED IN INDIANA): IVTC ON PAGE 28

Name and Location	Class of '69 %	Class of '72 %	Class of '75 % #
BALL STATE UNIVERSITY	6.1%*	5.7%	4.5% 3,700
Muncie Campus	3.7%	5.4%	4.4% 3,663
Location Undesignated	2.4%	.3%	.1% 37
INDIANA STATE UNIVERSITY	6.1%	4.3%	3.2% 2,556
Terre Haute Campus	4.7%	3.1%	2.4% 1,884
Evansville Campus	.6%	.8%	.6% 491
Location Undesignated	.8%	.3%	.2% 181
INDIANA UNIVERSITY	12.6%	13.0%	11.0% 8,938
Bloomington Campus	5.9%	7.0%	6.2% 5,066
Eastern Indiana Center, Richmond	.2%	.1%	.1% 107
Fort Wayne Campus	1.1%	1.1%	1.0% 806
Indianapolis Campus	1.2%	1.6%	1.0% 847
Herron School of Art, IPI	.2%	.2%	Not Listed
Kokomo Campus	.4%	.5%	.3% 208
Northwest Campus, Gary	1.1%	.6%	.7% 573
South Bend-Mishawaka Campus	1.0%	.9%	.7% 568
Southeastern Campus, Jeffersonville	.7%	.6%	.6% 478
Location Undesignated	.8%	.4%	.3% 285
PURDUE UNIVERSITY	9.0%	8.4%	8.9% 7,284
Lafayette Campus	5.4%	5.7%	6.2% 5,089
Indianapolis Campus	.8%	.6%	.4% 270
Calumet Campus	1.0%	.9%	1.1% 925
Fort Wayne Campus	.7%	.6%	.6% 511
North Central - Westville Campus	.6%	.4%	.2% 158
Location Undesignated	.6%	.2%	.3% 218
PU at IU and Vincennes Campuses	--	--	.1% 113
VINCENNES UNIVERSITY	2.1%	1.8%	1.5% 1,207
Vincennes Campus	1.2%	1.4%	1.2% 999
Southwest Center	--	.1%	.1% 35
Location Undesignated	.9%	.3%	.2% 173
SUB-TOTALS, ABOVE INSTITUTIONS	35.9%	33.2%	29.1% 23,685

*Handled in units by computer: i.e. .1% = 75.



TABLE XA CONTINUED
PUBLIC COLLEGE OR UNIVERSITY PREFERRED
CHOICE OF INDIANA VOCATIONAL TECHNICAL COLLEGE INSTITUTE

Region and Technical Institute	Class of '69 %	Class of '72 %	Class of '75 % #
1 Hammond-Gary-Michigan City Area	.27*	.27	.27 166
2 Elkhart-Mishawaka-South Bend Area	.47	.37	.27 135
3 Fort Wayne-Huntington Area	.17	.27	.27 193
4 Crawfordsville-Lafayette Area	.17	.27	.27 170
5 Kokomo-Logansport-Peru-Wabash Area	--	.17	.17 103
6 Anderson-Marion-Muncie Area	--	--	.17 78
7 Terre Haute Area	.17	.37	.27 196
8 Indianapolis Area	.37	.57	.57 379
9 Connersville-New Castle-Richmond Area	--	.17	.17 67
10 Bedford-Bloomington-Columbus-Greensburg Area	--	.17	.17 102
11 Aurora-Madison-North Vernon Area	--	--	.07 28
12 Evansville-Jasper-Vincennes-Washington Area	.17	.27	.27 126
13 Jeffersonville-New Albany Area	--	--	.17 88
14 I.V.T.C. Location Undecided	.47	.57	.37 243
SUB-TOTAL: IVY TECH	1.87	2.77	2.67 2,074
SUB-TOTAL: OTHER INDIANA PUBLIC UNIVERSITIES	35.97	33.27	29.17 23,685
GRAND TOTAL	37.77	35.97	31.77 25,759

*Handled in Units by Computer: i.e. .17 = 75 seniors

Note: Seniors' choices of Private colleges or universities are shown on pages 30 and 31 (Table XII).



TABLE XI
SENIORS' CHOICES OF TRAINING INSTITUTION
OTHER THAN A PUBLIC OR PRIVATE COLLEGE OR UNIVERSITY IN INDIANA

Seniors were asked if they planned to attend an institution other than a public or private college or university in Indiana by checking their choice of the following:

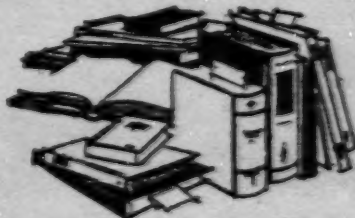
	Percentage Distribution		Class of '75	
	Class of '69	Class of '72	%	#
College or university <u>out of state</u>	7.8%	6.8%	7.0%	5,768
Business school in Indiana	9.5%	2.5%	2.3%	1,822
Business school <u>out of state</u>			.7%	551
Other vocational school in Indiana		4.4%	3.0%	2,470
Other vocational school <u>out of state</u>			1.1%	909
Trade apprenticeship program	3.6%	2.3%	1.2%	976
Other	4.8%	3.8%	1.9%	1,531
Sub-Total	25.7%	19.8%	17.2%	14,027
Balance	74.3%	80.2%	82.8%	68,627
Totals	100.0%	100.0%	100.0%	82,654

HIGHLIGHTS OF DATA FROM TABLE XI ABOVE

The proportion of seniors who plan to continue their education and training in an institution other than a public or private* college or university in Indiana, has been decreasing in each subsequent survey. In the above table, it can be seen there is a decided drop in the proportion of seniors who plan to enter an apprenticeship training program, (explained in part by the current recession's effects, undoubtedly because of high unemployment, resulting in less emphasis on enrolling new apprentice trainees), and in the "Other" alternatives. Consistent with answers to related questions, the proportions of seniors planning to enroll in business schools or vocational schools are up slightly in the class of '75 over the class of '72.

There is no consistent trend evident in the proportion of Indiana seniors planning to attend a college or university out-of-state, as the data reveal a mixed pattern.

*Data showing interest in Private Colleges and Universities in Indiana are shown on pages 30 and 31 (Table XII).



HIGHLIGHTS OF SENIORS' CHOICES OF PRIVATE COLLEGES OR UNIVERSITIES IN INDIANA

About 7 percent of all seniors participating in surveys from the classes of '66, '69 and '72, chose a private college or university in Indiana which they planned to attend immediately after graduation from high school. More than 6,000 seniors in the class of '75 (7.5% of the class) identified the specific private institution of their choice.

The rank order of private colleges and universities in Indiana most popular with high school seniors in 1975 was:

Institution	Rank	Number of Seniors
Evansville University	1st	652
Notre Dame	2nd	413
Indiana Central College	3rd	409
Butler University	4th	333
DePauw University	5th	298
Valparaiso University	5th	298
Manchester College	7th	291
Rose Hulman Institute of Technology	8th	270
Wabash College	9th	216
Franklin College	10th	193
Tri-State College	11th	190
Anderson College	12th	185

The above rank order (class of '75) is quite similar to the rank order in the class of '72; however, the University of Notre Dame moved up in the latest rankings.



TABLE XII
HIGH SCHOOL SENIORS' CHOICES OF PRIVATE
COLLEGES AND UNIVERSITIES IN INDIANA



	Percent Distribution		Class of '75	
	Class of '69	Class of '72	%	#
Ancilla Domini, Donaldson	--	.1%	--	--
Anderson College, Anderson	.3%*	.2%	.2%	185
Bethel College, Mishawaka	.1%	.1%	.1%	70
Butler University, Indianapolis	.4%	.5%	.4%	333
Christian Theological Seminary	--	--	.0%	10
Concordia Senior College, Fort Wayne	--	--	.0%	3
DePauw University, Greencastle	.3%	.5%	.4%	298
Earlham College, Richmond	.1%	.1%	.1%	83
Evansville University	.9%	1.0%	.8%	652
Fort Wayne Art Institute	--	--	.1%	35
Fort Wayne Bible College	.1%	.1%	.1%	58
Franklin College	.1%	.2%	.2%	193
Goshen College	.1%	.1%	.1%	93
Grace Theological Seminary, Winona Lake	.1%	.1%	.1%	58
Hanover College	.3%	.3%	.2%	161
Holy Cross Jr. College, South Bend	.1%	.1%	.1%	43
Huntington College	.1%	.1%	.1%	113
Indiana Central College, Indianapolis	.6%	.6%	.5%	409
Ind. College of Bus. & Tech., Indpls.	Not Listed	.5%	.4%	326
Ind. Institute of Technology, Ft. Wayne	.1%	.1%	.1%	78
Manchester College, North Manchester	.5%	.4%	.4%	291
Marian College, Indianapolis	.2%	.2%	.1%	115
Marion College, Marion	.1%	.1%	.1%	85
Northwood Institute, West Baden	Not Listed	.1%	.1%	53
Notre Dame University, South Bend	.2%	.3%	.5%	413
Oakland City College	.2%	.1%	.2%	161
Rose Hulman Inst. of Tech., Terre Haute	.4%	.4%	.3%	270
St. Benedict College, Ferdinand	--	--	--	--
St. Francis College, Fort Wayne	.2%	.1%	.1%	95
St. Joseph's College, Rensselaer	.2%	.1%	.2%	135
St. Joseph's Calumet Coll., E. Chicago	Not Listed	.1%	.2%	126
St. Mary of the Woods Coll., Terre Haute	.1%	.1%	.1%	47
St. Mary's College, South Bend	.1%	.1%	.1%	80
St. Meinard Seminary	--	--	.0%	22
Taylor University, Upland	.2%	.2%	.2%	193
Tri-State College, Angola	.2%	.2%	.2%	190
Valparaiso Technical Institute	.1%	.1%	.1%	47
Valparaiso University	.4%	.3%	.4%	298
Wabash College, Crawfordsville	.3%	.2%	.3%	216
(Private Coll./Univ.) Totals	7.1%	7.8%	7.5%	6,003
Other Private College or University	Not Listed	Not Listed	.8%	664

*Handled in units by Computer: e.g. .1% = 75 seniors

HIGHLIGHTS OF THE MOST IMPORTANT REASONS FOR SELECTING A PARTICULAR SCHOOL OR COLLEGE

There is an almost identical rank order of the most important reasons why seniors in all three classes chose a particular college. By far, the most important reason given is "Offers what I want to study." A much weaker second choice is "Location near home," followed by "Amount of tuition:" the "Reputation or prestige of school" item was added in the '75 survey.

There is also a close agreement between classes on the second most important reason for choosing their school or college. The most frequently identified reasons included; "Location near home," "Offers what I want to study," "Reputation of school" and "Amount of tuition."

Apparently, counselors' or teachers' suggestions, and because friends or classmates plan to attend, are not among the most popular reasons for selecting a given school.

There doesn't seem to be any changing or developing trends among the most important reasons for choosing a particular school. However--as the second most important reason, the "Amount of tuition" did drop in importance in each subsequent class.

TABLE XIII
REASONS FOR CHOOSING A PARTICULAR SCHOOL

	Class of '69 Rank Order	Class of '72 Rank Order	Class of '75 Rank Order	%
<u>THE MOST IMPORTANT REASON GIVEN</u>				
Location near home	2	2	2	9.0%
Friends or classmates plan to attend	7	7	7	1.3%
Amount of tuition	3	4	3	3.7%
Size of school	4	5	5	2.3%
Offers what I want to study	1	1	1	24.2%
Counselor or teacher suggestion	8	8	8	.9%
Preference of parent or relative	6	6	6	1.5%
Reputation of school	NL	NL	3	3.7%
Other	5	3	4	3.5%
Non-response	-	-	-	50.0%
<u>Total</u>				100.0%
<u>THE SECOND MOST IMPORTANT REASON</u>				
Location near home	3	1	1	8.4%
Friends or classmates plan to attend	6	7	7	3.7%
Amount of tuition	1	2	4	6.3%
Size of school	4	5	6	4.7%
Offers what I want to study	2	3	2	7.4%
Counselor or teacher suggestion	7	8	9	2.7%
Preference of parent or relative	5	6	8	3.3%
Reputation of school	NL	NL	3	6.8%
Other	8	4	5	5.5%
Non-response	-	-	-	51.2%
<u>Total</u>				100.0%



HIGHLIGHTS OF SENIOR'S CHOICE OF CURRICULUM: BACHELOR OR HIGHER DEGREES

The five most popular fields of study at the baccalaureate level are the same in all three high school classes--but the rank order has changed slightly. The most popular, in the class of '75 is "Health or Medical Related," displacing Education--which dropped to second in '75. Third place was--and remains Business and Commerce. Engineering moved up to 4th place while Law was shifted to fifth.

Among the greatest drops in ranking was Social Science, which moved from ranking sixth in the class of '72, to twelvth in '75. Other fields of study ranking from 6th to 10th remained essentially the same: these include Fine and Applied Arts, Biological and Life Sciences, Physical Education or Recreation and Psychology. Among other fields of study showing increasing popularity are Agriculture (now 10th) and Management or Supervision (now 15th). Other fields showing a slightly decreasing popularity trend are Home Economics, Mathematics and Physical Sciences.

Nearly 825 seniors identified "Other academic field, not listed"--in the class of '75. This item was not included in the surveys of previous classes. Public Affairs and Services was also added in '75--and ranked 20th in popularity. Listed in earlier classes, but dropped in '75, were Speech and Theater and Veterinary Medicine.

It is interesting to compare the rank order of the most popular curriculum area choices of the students in Indiana while they were still seniors in high school, with the rank order of 1975 high school graduates Nationally as processed by the CEEB.* This very close resulting comparison is shown below:

TABLE XIV
CHOICES OF CURRICULUM AREAS
COMPARISON OF INDIANA HIGH SCHOOL SENIORS WITH
NATIONAL CEEB DATA (CLASS OF '75)
(Both Sexes)

Curriculum Area	Rank Orders	
	National (CEEB)*	Indiana H.S. Seniors
Health & Medical Field	1	1
Education	3	2
Business & Commerce	2	3
Engineering	6	4
Biological Sciences	4	7
Social Sciences	5	12**
Law**	N.A.	5
Fine and Applied Arts	N.A.	6

*Source: Higher Education and National Affairs, American Council on Education, Washington, DC, Vol. XXIV, No. 35, Sept. 5, 1975. (Data extracted from the College Entrance Examination Board data acquired from 1975 high school graduates.)

**"Law" was broken out (listed separately) in the Indiana survey.

TABLE XV
RANK ORDER COMPARISONS OF HIGH SCHOOL
SENIORS' CHOICE OF CURRICULUM:
BACHELOR AND HIGHER DEGREES
(Both Sexes)

Field of Study	Rank Order Classes of		Class of 1975	
	1969	1972	Rank Order	# of Seniors*
Agriculture	18	13	10	893
Architecture	15	14	14	669
Biological and Life Sciences	9	8	7	1,058
Business or Commerce	2	3	3	2,062
Education	1	1	2	2,458
Engineering	3	5	4	1,974
English, Literature or Journalism	8	11	11	845
Fine and Applied Arts	6	7	6	1,233
Foreign Languages	17	20	19	366
Health or Medical Related	5	2	1	3,026
Home Economics	13	15	16	523
Law	7	4	5	1,420
Library Science	N.L.	N.L.	22	68
Management or Supervision	19	20	15	632
Mathematics or Computer Science	10	12	13	727
Physical Sciences	16	16	18	434
Philosophy or Theology (Religion)	23	19	21	206
Physical Education or Recreation	11	9	8	934
Psychology	12	10	9	875
Public Affairs and Services	N.L.	N.L.	20	343
Social Sciences	4	6	12	749
Speech and Theater	21	21	N.L.	N.L.
Technology (const., elect., or manuf.)	14	18	17	451
Interdisciplinary and Area Studies	N.L.	N.L.	23	47
Veterinary Medicine	22	17	N.L.	N.L.
Other Academic Field not listed	N.L.	N.L.	--	1,371

*Expanded to universe of all Indiana high school seniors



HIGHLIGHTS OF SENIOR'S CHOICE OF CURRICULUM: CERTIFICATE OR
ASSOCIATE (2 YEARS) DEGREE LEVELS

The rank order of the ten most popular choices of programs of less than 4 years' duration in the class of '75 is shown in Table XVI below--together with the rank order of those same programs in the classes of '69 and '72.

TABLE XVI
< 4 YR. PROGRAM CHOICES
RANK ORDER COMPARISONS



Program (Field of Study)	Class of		
	1975	1972	1969
Nursing	1st	2nd	1st
Secretarial & Kindred	2nd	1st	2nd
Accounting	3rd	3rd	3rd
Medical/Health Support	4th	5th	8th
Management & Supervision	5th	8th	9th
Automotive & Diesel Technology	6th	4th	6th
Electronics Related	7th	6th	4th
Dental Support	8th	7th	11th
Other Miscellaneous Programs	9th	10th	7th
Computer Programming	10th	8th	5th
Cosmetology/Beautician	12th	11th	10th



Nursing (R.N., L.P.N., & Aides) and the Secretarial field continue to be the most popular programs by far--followed by Accounting. The Medical and Health Support area is growing in popularity; (it includes a variety of aides and technicians).

There is a noteworthy consistency in the popularity of the top ten choices of these programs in all classes! Well over 1,000 seniors chose the first four programs in each class. Automotive and Diesel Technology, and Electronics have been--and continue to be very popular with all classes.

In addition to the above, there may be trends developing which show an increasing popularity of the following programs: Apprenticeship; Criminal Justice and Law; Heating, Air Conditioning and Refrigeration; Management and Supervision; Marketing and Distribution;* Veterinary Animal Technician;* and Welding. And the opposite trend--there may be a slightly decreasing interest in--Agriculture Business Technology; Data Processing and Computers; Food Sales, Service or Management; and Industrial Engineering Technology.

To get a more detailed breakout of interest in each particular field, it is necessary to examine the individual occupational choices of seniors. Further, the interest in particular programs and occupations can be examined for each of Indiana's fourteen Planning and Development Regions. These data, for the class of '75, are reported in the "Educational and Employment Plans and Occupational Choices of High School Seniors," SBVTE Report 2-75-C.

*Two new associate degree programs have recently been started in these fields.

TABLE XVII
SENIOR'S CHOICE OF CURRICULUM
ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
 (Normally 2 years' or less duration)

Field of Study	Rank Class of 1969	Order 1972	Class of 1975* Rank Order	# of Seniors
Business and Commerce				
Accounting Technology 	3	3	3	1,338
Agricultural Business Technology	26	28	39	60
Audio-Visual Communications Technology	NL	35	36	78
Banking and Finance	NL	NL	32	102
Commercial Art or Industrial Illustration	11	15	12	385
Commercial and Industrial Photography	32	23	38	72
Communications or Broadcasting	NL	NL	19	246
Court and Conference Reporting	NL	NL	51	28
Hotel or Restaurant Management	38	34	37	75
Legal Assistant	NL	NL	40	61
Management & Supervision (incl. Industrial)	9	8	5	828
Marketing, Distribution, and Purchasing	27	26	16	268
Medical Transcription	NL	NL	50	33
Printing, Lithography and Graphic Arts	33	33	34	97
Secretarial (Stenographer, Secretary, Office Technology)	2	1	2	1,375
Other Business or Commerce	31	28	28	135
Data Processing and Computers				
Computer Programming 	5	8	10	450
Computer Technology and Data Processing	6	9	15	275
Keypunch or Data Typist and Verifier	21	20	23	157
Health & Medical Support Services & Related				
Bio-medical Electronics Technology	NL	NL	56	18
Care Center Activities Specialist 	NL	NL	53	25
Child Care Technology	NL	NL	31	105
Dental Support (incl. Assistant, Hygienist, Laboratory Technician)	11	7	8	587
Dietary Assistant	NL	NL	54	23
Emergency Care Technology	NL	NL	47	48
Medical Support (incl. Assistants, Aides, Lab. or Mental Health & Other Technicians, Radiology, Records, Therapy, Operating Room, etc.)	8	5	4	1,230
Nursing (incl. R.N., LPN, and Aides)	1	2	1	1,719
Veterinary Medicine, Animal Technology	40	17	13	338
Other Health Service and Related	NL	14	14	285
Mechanical, Engineering & Science Support Technologies				
Aeronautical & Aviation Technologies	20	21	18	253
Agricultural Equipment Technology	36	46	51	27
Appliance Repair	43	48	56	18
Architectural Drafting and Design Technology	22	24	25	148
Automotive and Diesel Technology	6	4	6	722
Chemical, Physical or Geo-science Technologies	24	40	30	118
Civil Engineering Technology	28	36	39	62
Construction and Building Technology	29	27	21	188

*Expanded to universe of all Indiana high school seniors.

TABLE XVII (CONTINUED)
SENIOR'S CHOICE OF CURRICULUM
ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
 (Normally 2 years' or less duration)



Field of Study	Rank Order		Class of 1975	
	Class of 1969	1972	Rank Order	# of Seniors
Mechanical, Engineering & Science Support Technologies continued				
Drafting (incl. Engineering Graphics, Mechanical Drafting & Design)	14	19	21	188
Electrical or Electronics (incl. Engineering Technology)	4	6	7	589
Heating, Air Conditioning & Refrigeration	40	39	35	95
Industrial (Engineering) Technology	23	37	43	57
Mechanical (Engineering) Technology	15	13	15	275
Precision Instrumentation & Inspection	NL	NL	59	15
Radio, TV or Appliance Repair	39	41	40	60
Welding Technology	33	29	23	158
Other Mechanical, Engineering or Science Support Technologies	25	31	27	143
Public Service Related				
Criminal Justice & Law Enforcement	18	12	11	444
Education Support Technologies	NL	42	48	47
Environmental & Pollution Control Technology	NL	43	46	52
Fire Science (Applied)	41	NL	59	15
Ground Water Specialist	NL	47	64	3
Social Service Technology	NL	30	25	148
Other Public Service Programs	18	32	29	123
Miscellaneous				
Apprenticeship Training	35	18	15	275
Commercial Art or Industrial Illustration	12	15	12	385
Cosmetology, Beautician	10	11	12	385
Food Sales, Service or Management	29	38	49	42
Horticulture Technology	37	45	44	53
Fluid Power Technology	44	49	63	5
Industrial Safety and Health	NL	NL	66	2
Industrial Security	NL	NL	62	7
Interior Design or Decorating	16	16	20	245
Library Resource Aide	NL	44	55	22
Mining or Petroleum Technology	NL	NL	61	10
Mortuary Science Technology	NL	NL	44	53
Plastics Technology	NL	NL	64	3
Other Miscellaneous Programs	7	10	9	499

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HIGHLIGHTS OF EDUCATIONAL PROGRAMS WANTED BUT NOT AVAILABLE LOCALLY:
BACHELOR OR HIGHER DEGREE LEVEL

"Only a small percentage of the seniors in each class identified a program not now available in their community that they would enroll in if it were made available locally, i.e.

2.6% in the class of '72, and
 3.2% in the class of '75.

The rank order of the most wanted--but not available locally programs--at the baccalaureate or higher level--are shown below:

TABLE XVIII
"TEN MOST WANTED" BACHELOR OR HIGHER DEGREE PROGRAMS
BUT NOT AVAILABLE LOCALLY

Program	Rank Order		Class of 1975	
	1969	1972	Rank Order	# Seniors*
Health or Medical Related	4	1	1	245
Engineering	3	5	2	210
Business or Commerce	2	2	3	176
Agriculture and Related	13	4	4	160
Technology (Constr., Elect., Manuf.)	17	15	5	158
Law	6	6	6	148
Architecture	10	7	7	145
Education	1	3	8	133
Psychology	7	11	9	125
Physical Educ. or Recreation	NL	9	10	105

The above data indicate a growing interest in wanting local programs in: Health or Medical Related, Technology, and Agriculture; there is a diminishing trend in needs for local Education programs.

*For a distribution of these seniors in each of Indiana's Fourteen Planning and Development Regions, see SBVTE Project Report 2-75-C, or Purdue University Manpower Report 75-1.



TABLE XIX
EDUCATION AND TRAINING PROGRAMS WANTED
BUT NOT AVAILABLE LOCALLY:
BACHELOR OR HIGHER DEGREE LEVEL
(4 years' college or more)

Field of Study	Rank Order		Class of '75	
	Class of 1969	1972	Rank Order	# of Seniors
Agriculture and Related	13	4	4	160
Architecture	10	7	7	145
Biological and Life Sciences	9	10	11	98
Business or Commerce (See Management)	2	2	3	176
Education	1	3	8	133
Engineering	3	5	2	210
English, Literature or Journalism	11	15	17	60
Fine and Applied Arts	5	8	9	125
Foreign Languages	15	17	19	30
Health or Medical Related	4	1	1	245
Home Economics	14	13	14	72
Law	6	6	6	148
Library Science	NL	NL	20	21
Management or Supervision	18	16	12	90
Mathematics or Computer Science	12	14	13	88
Physical Sciences	16	17	18	38
Philosophy or Theology	19	18	21	20
Physical Education or Recreation	NL	9	10	105
Psychology	7	11	9	125
Public Affairs and Services	NL	NL	14	72
Social Sciences	8	12	16	67
Technology (Construction, Electrical or Manufacturing)	17	15	5	158
Interdisciplinary and Area Studies	NL	NL	22	12



HIGHLIGHTS OF EDUCATIONAL OR TRAINING PROGRAMS WANTED BUT NOT AVAILABLE LOCALLY: ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS

Again, a relatively small percent of seniors identified programs wanted--but not available locally--at the less than baccalaureate degree level, i.e.

6.3% in the class of '72, and
4.8% in the class of '75 answered this question.

Hopefully, this diminishing percentage of seniors who identify programs wanted but not available locally, reflect the effectiveness of planning and the utilization of data provided earlier to establish new programs.

The rank order of the ten most wanted--but not available locally programs--at this level are shown below:



TABLE XX
"TEN MOST WANTED" ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
NOT AVAILABLE LOCALLY

Program	Rank Order		Class of '75	
	Class of 1969	Class of 1972	Rank Order	# of Seniors*
Medical Support...(all)	8	2	1	275
Automotive & Diesel Technology	4	1	2	270
Nursing (R.N., LPN, Aides)	3	4	3	225
Electrical/Electronics Technology	5	3	4	195
Secretarial and Kindred	1	5	4	195
Accounting Technology	5	6	6	173
Computer Programming	2	6	7	140
Business Management and Related	NL	28	8	135
Criminal Justice & Law Enforcement	18	12	9	133
Computer Tech. & Data Processing	7	11	10	126

Consistent with other data throughout this report, the above indicates a growing interest and need for programs in the Medical Support field. Also popular in all classes, are expressions of need for more local programs in Automotive and Diesel Technology, Nursing, Electrical & Electronics Technology, Secretarial, Accounting, and Computer Related.

*For a distribution of these seniors in each of Indiana's Fourteen Planning and Development Regions, see SBVIE Report 2-75-C, or Purdue University Manpower Report 75-1.

TABLE XXI
ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
WANTED, BUT NOT AVAILABLE LOCALLY
 (Normally 2 years' or less duration)

Field of Study	Rank Order		Class of 1975	
	Class of 1969	Class of 1972	Rank Order	# of Seniors
<u>Business and Commerce</u> 				
Accounting Technology	5	6	6	173
Agricultural Business Technology	29	26	31	43
Audio-Visual Communications Technology	38	NL	34	40
Banking and Finance	NL	NL	23	45
Business Management	NL	33	8	135
Commercial Art or Industrial Illustration	16	16	12	113
Commercial and Industrial Photography	21	13	39	32
Communications or Broadcasting	NL	42	20	72
Court and Conference Reporting	NL	NL	49	15
Hotel or Restaurant Management	31	31	35	38
Industrial Management	NL	36	33	42
Legal Assistant	NL	NL	26	50
Marketing, Distribution, and Purchasing	31	28	21	68
Medical Transcription	NL	NL	51	13
Printing, Lithography and Graphic Arts	20	25	35	38
Secretarial (Stenographer, Secretary, Office Technology)	1	5	4	195
Supervision	NL	NL	54	12
<u>Data Processing and Computers</u>				
Computer Programming	2	6	7	140
Computer Technology and Data Processing (incl. Operators)	7	11	10	126
Key punch or Data Typist and Verifier	10	21	26	50
<u>Health and Medical Support Services and Related</u>				
Bio-medical Electronics Technology	NL	NL	46	20
Care Center Activities Specialist	NL	NL	44	25
Child Care Technology	NL	NL	22	67
Dental Support (incl. Assistant, Hygienist, Laboratory Technician)	12	9	15	93
Dietary Assistant	NL	NL	51	13
Emergency Care Technology	NL	NL	29	48
Medical Support (incl. Assistants, Aides, Laboratory or Mental Health and other Technicians, Radiology, Records, Therapy, Operating Rm., etc.)	8	2	1	275
Nursing (incl. R.N., LPN, and Aides)	3	4	3	225
Veterinary Medicine, Animal Technology	28	22	14	110
<u>Mechanical, Engineering and Science Support Technologies</u>				
Aeronautical and Aviation Technologies	19	18	11	115
Agricultural Equipment Technology	36	34	47	18
Appliance Repair	39	41	49	15
Architectural Drafting and Design Technology	23	24	25	58

TABLE XXI (CONTINUED)
ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
WANTED, BUT NOT AVAILABLE LOCALLY
 (Normally 2 years' or less duration)

Field of Study	Rank Order		Class of 1975	
	Class of 1969	1972	Rank Order	# of Seniors
<u>Mechanical, Engineering and Science Support Technologies</u> continued				
Automotive and Diesel Technology	4	1	2	270
Chemical, Physical or Geo-science Technologies	26	NL	26	50
Civil Engineering Technology	30	27	35	38
Construction and Building Technology	24	14	22	67
Drafting, (incl. Engineering) Graphics, Mechanical Drafting and Design)	13	20	18	85
Electrical or Electronics (incl. Electrical Engineering Technology)	5	3	4	195
Heating, Air Conditioning and Refrigeration	34	39	41	30
Industrial (Engineering) Technology	27	36	42	28
Mechanical (Engineering) Technology	14	18	17	88
Precision Instrumentation & Inspection	NL	NL	55	8
Radio, TV or Appliance Repair	22	28	39	32
Welding Technology	24	23	19	78
<u>Public Service Related</u>				
Criminal Justice and Law Enforcement	18	12	9	133
Education Support Technologies	NL	NL	51	13
Environmental and Pollution Control Technology	NL	NL	35	38
Fire Science (Applied)	36	44	57	7
Ground Water Specialist	NL	42	60	3
Social Service Technology	NL	NL	31	43
<u>Miscellaneous</u>				
Apprenticeship Programs	15	9	15	93
Commercial Art or Industrial Illustration	16	16	12	113
Cosmetology	9	15	NL	NL
Food Sales, Service or Management	33	31	45	23
Horticulture Technology (Landscaping)	34	30	42	28
Fluid Power Technology	39	40	60	3
Industrial Safety and Health	NL	36	63	0
Industrial Security	NL	NL	59	5
Interior Design or Decorating	11	10	24	62
Library Resource Aide	NL	35	57	7
Mining or Petroleum Technology	NL	NL	55	8
Mortuary Science Technology	NL	NL	48	17
Plastics Technology	NL	NL	60	3

PLANS FOR GRADUATE LEVEL (OR PROFESSIONAL) EDUCATION

The data indicate that approximately one-third of the high school seniors in the classes of '69 and '72 did plan some graduate level education or professional training after completing their undergraduate college work; this appears to be quite consistent with their professional field choices. There is a slightly declining trend of intent to pursue graduate level work over the years. The percentage of seniors who answered this question (47.5%) in the class of '75 articulates well with the total of 47.4% who previously identified the college or university of their choice.

TABLE XXII
PLANNED GRADUATE OR PROFESSIONAL STUDIES

Do you plan to do graduate work?	Class of		
	1969	1972	1975
Yes	38.0%	33.5%	29.7%
No	23.7%	22.2%	17.8%
Non-response	38.3%	44.3%	52.5%
Totals	100.0%	100.0%	100.0%



HIGHLIGHTS OF THE METHODS PLANNED TO FINANCE EDUCATION AND LOCATION OF SCHOOL CHOSEN

CLASS OF '75



PLANS TO FINANCE EDUCATION

The same finding--that more students plan to finance their education through parental or family support than any other means, was found in each of the four classes surveyed--(in fact, there is a trend for a slightly higher percentage to identify parental means of financial support as time goes on). This choice was identified by more than 28% of all seniors which was a substantial margin over the second most popular choice. One of the more significant changes noted between classes is the increasing proportion of students who hope or plan to finance their education through a scholarship or a grant--in the last class ('75) this means was identified by more than 17% of all seniors which compared with fewer than 11% in the class of '72. This choice was followed very closely by 16% of seniors who plan to finance education through personal savings--(this item ranked 2nd or 3rd in all classes). Part-time employment has also scored relatively high (2nd, 3rd or 4th in all classes). The full-time employment item is really not directly comparable with previous years' results because in the last survey, "during the summer months" was added after "full-time employment"--this added phrase caused the percentage of students selecting this item to jump significantly in the class of '75.

The rank order of Loans as a method of financing education is dropping, from 4th in the classes of '66 and '69, to 5th in the class of '72 and 6th in the class of '75.

In general, more seniors in the class of '75, over the previous classes, did identify ways and means they planned to finance their education. (Only 4.5% said they did not know how they were going to finance their education).

LOCATION OF SCHOOL CHOSEN

As stated earlier, about 55% of all seniors in the class of '75 planned to continue their education or training within six months after graduation either full or part-time. Nearly 52% of all seniors identified the location of their chosen school; more than three-fourths of this group selected a school located in Indiana, while some had not yet decided. The 7.2% of all seniors who said the location of their chosen school was "Outside of Indiana," articulates well with results of another question wherein 7.0% said they planned to attend a college or university out-of-state.

TABLE XXIII
METHODS PLANNED BY SENIORS
TO FINANCE THEIR EDUCATION

\$ (More than one reason could be checked)	Rank Order Classes of			Class of 1975	
	1966	1969	1972	Rank Order	%
Personal savings	2	2	3	3	16.1%
Parents or family support	1	1	1	1	28.3%
Loan from:					
educational institution				6	5.1%
bank or other source	4	4	5	4	4.4%
Part-time employment	3	3	2	4	13.7%
Full-time employment*	6	6	6	5	12.8%*
Scholarship or grant	5	5	4	2	17.4%
Other	7	7	7	8	2.2%
Unknown	8	8	8	7	4.5%

*Phrase "during the summer months" was added to the 1975 survey.

Note: These percentages should not be added inasmuch as every item that applied was checked, and most students identified more than one means of financing their education.

TABLE XXIV
LOCATION OF SCHOOL CHOSEN

Class of 1975		Frequency of Responses		State Totals by Extrapolation
Response		Number	Percent	
<u>LOCATION</u>	The school in which I plan to enroll is located:			
In my city or county		5,045	10.2%	8,396
Within 25 miles, but outside my home city or county		3,050	6.1%	5,076
Elsewhere in Indiana		11,783	23.7%	19,610
Outside of Indiana		3,563	7.2%	5,930
Haven't decided yet		2,280	4.6%	3,795
Non-response		23,931	48.2%	39,828
Item discards		11	0%	18
	<u>Totals</u>	49,663	100.0%	82,654

CHAPTER VI

WHY SOME HIGH SCHOOL SENIORS PLAN TO DELAY CONTINUING THEIR EDUCATION, AND WHY OTHERS DO NOT PLAN TO CONTINUE THEIR EDUCATION IN THE FUTURE

HIGHLIGHTS OF THE PLANS OF SOME SENIORS TO DELAY CONTINUING THEIR EDUCATION

There were 18.5% of the seniors in the class of '75 who responded to this question, (indicating they planned to delay their education or training for six months or longer after graduation from high school). The most popular reason for the delay, identified by 6.5% of the seniors, was "I want to earn some money first." This was followed by 6% who wanted more time to decide what to do (this represents nearly 5,000 seniors--who possibly could have been helped more in making their decision while still in high school). Nearly 2.5% wanted to gain some work experience first and fewer than 2% planned to go into military service and then continue their education later. More than 1% said that getting married first would delay their education and nearly 1% did not identify the specific reason for delay.

In previous surveys, seniors were asked simply whether or not they planned to continue their education after graduation from high school. But in the survey of the class of '75, three distinctions were made: (1) if the senior had no plans to continue education after graduation, (2) if he (she) planned to delay continuing education for six months or longer after graduation--or (3) if he (she) planned to continue education within six months after graduation.

The breakouts of responses in each of these three categories were:

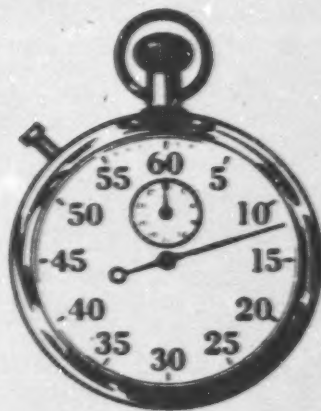
Situation	Seniors	
	Number	Percent
Seniors who <u>do not plan to continue their education after graduation from high school</u>	23,951	29.0%
Seniors who plan to <u>delay</u> continuing their education for six months or longer after graduation*	15,296	18.5%
Seniors who identified their educational plans within six months after graduation from high school	45,872	55.5%
	85,119	103.0%*

*Note: At least 3% of those seniors who planned to delay their education or training for six months or longer also identified their plans with those who planned to continue their education within six months after graduation: thus the total of 103%.

TABLE XXV
REASONS WHY SOME SENIORS
PLAN TO DELAY CONTINUING THEIR EDUCATION
CLASS OF '75*

Reason	Frequency of Responses		State Totals by Extrapolation
	Number	Percent	
I plan to delay continuing my education to some later date for six months or longer after graduation because:			
I want to earn some money first	3,207	6.5%	18.5% 5,337
I want to gain some work experience	1,169	2.4%	
I want more time to decide what to do	2,972	6.0%	
I want to go into military service first	789	1.6%	
I want to get married first	596	1.2%	
Other	455	.9%	757
Non-response	40,472	81.5%	65,358
Item Discards	3	0%	5
<u>Totals</u>	<u>49,663</u>	<u>100.0%</u>	<u>82,654</u>

*This question was not asked in previous years' surveys.



HIGHLIGHTS OF REASONS WHY SOME HIGH SCHOOL SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION

SENIORS NOT PLANNING TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION FROM HIGH SCHOOL

In the class of '75, a total of 29% of the seniors answered this question: this is consistent with the seniors' answers to Question 16 concerning their plans after graduation, wherein 18.9% said they planned to work full-time, no further education; 4.3% were going into military service; 3.4% were getting married and not going on with school; and 2.4% did not respond, all of which also totals 29%. There does not seem to be any developing trend in the proportions of seniors in each class who answer this question.

The most frequently chosen reasons for not continuing their education were "I plan to look for a job" and "I already have a job arranged." The 12.4% of seniors in the class of '75 stating they "planned to look for work" or "already had a job," is down from the class of '72 probably for at least two reasons; (1) the recession with poor job market and (2) the fact "I am undecided what to do" was an added item in 1975--drawing 4.3% of the class. These choices were followed by seniors who were undecided what to do, and those not interested in continuing their studies (4.3% and 4% respectively in the class of '75). 3.7% said they planned to get married (this articulates with Question 16 wherein 3.4% said they planned to get married with no further education planned at this time. 1.5% said the reason they were not continuing was because they did not have enough money: these particular students were asked to identify the financial aid sources they knew about--which is discussed on the bottom of this page.

An encouraging item is the very small proportion of seniors $\leq .3\%$ who reported they were not continuing to enroll in an educational program after graduation because there was no local school that they wanted.

The trend for a smaller proportion indicating they are not continuing their education due to low grades is consistent with previously reported data showing that more seniors are reporting they receive higher grades.

FINANCIAL AID SOURCES KNOWN BY STUDENTS NOT CONTINUING THEIR EDUCATION BECAUSE OF LACK OF MONEY

The data indicate that fewer seniors in each subsequent survey are not continuing their education for lack of funds e.g. 1.5% of all seniors in the class of '75 compared with $> 2.5\%$ in previous classes did know about grants or scholarships from the State Scholarship Commission of Indiana or other sources of financial aid.

In general, most of the seniors who said the main reason they were not continuing their education was -- they did not have enough money, are knowledgeable about some financial aid sources. (See SBVTE Report 2-75-C for details.)

TABLE XXVI
REASONS WHY SOME SENIORS ARE NOT PLANNING TO ENROLL
IN AN EDUCATIONAL PROGRAM AFTER GRADUATION FROM HIGH SCHOOL

Check only the most important one Reason	Percentage Distribution		Class of 1975	
	Class of 1969	Class of 1972	Percent	Number
I do <u>not</u> plan to enroll in an education program after graduation from high school because:				
I plan to look for a job	11.5%	12.5%	7.3%	5,952
I already have a job arranged	Not listed	5.5%	5.1%	4,214
I plan to get married	4.2%	4.0%	3.7%	3,081
I am not interested at this time	3.7%	3.4%	4.0%	3,315
I am going into military service	2.7%	3.0%	2.1%	1,731
I am undecided what to do	Not listed	Not listed	4.3%	3,562
My grades are low*	3.1%	1.3%	.9%	709
There's no local school that I want	.3%	.3%	.1%	123
I don't have enough money	2.6%	2.9%	1.5%	1,245**
Non-Response	<u>71.8%</u>	<u>67.0%</u>	<u>71.0%</u>	<u>58,723</u>
Totals	100.0%	100.0%	100.0%	82,655

*In the class of '75, nearly 1% of all seniors reported low grades as the most important reason for not continuing their education, yet 2.4% reported their grade average to be "D." (See Table 3 on page 5.) Apparently, some of these D seniors chose to identify some other item as the most important reason for not continuing their education.

**Most of these students indicated they did know about one or more sources of financial aid.

CHAPTER VII

INTERRELATIONSHIPS BETWEEN CHARACTERISTICS AND PLANS OF SENIORS

This chapter is made up of three parts: Part I presents the interrelationships between the after-graduation plans of 1975 high school seniors and their sex, grade average, population of home town, head of household and highest level of education of head of household.

Part II presents the interrelationships between the particular college or university chosen by seniors and their sex, high school concentration, grade average and highest level of education attained by head of household. (For example, 41% of the seniors who planned to enroll in an Ivy Tech program were in vocational education type high school programs, whereas fewer than 5% of the seniors planning to go to a university were in vocational education programs.)

Part III keys on the head of household, and presents interrelationships to include sex, high school concentration, immediate plans after graduation, employment locale preference, definitiveness of plans, population of home town, highest level of education attained by head of household, and reasons why some seniors do not plan to continue their formal education immediately upon graduation.

HIGHLIGHTS: PART I. INTERRELATIONSHIPS BETWEEN PLANS OF HIGH SCHOOL SENIORS, AND THEIR SEX, GRADE AVERAGE, POPULATION OF HOME TOWN, AND CHARACTERISTICS OF HEAD OF HOUSEHOLD (CLASS OF '75)

Note: Data are presented in two ways: Table XXVIIA presents the data in linear form, i.e. distribution by population (each line totals 100%); Table XXVII B shows the data across populations, i.e. distribution in columnar form (each vertical column totals 100%).

SEX

Boys were slightly more likely than girls to plan immediate employment after graduation (36% vs 32.2%) and much more likely to go into military service (6.9% vs 1.9%); girls were slightly more likely than boys to plan to continue their education full time (32.3 vs 30.7%)--but were much more likely to plan to get married. (The latter item may seem skewed as it takes two to walk the aisle, but girls do get married younger than boys.) About the same proportion of boys and girls planned part-time education (13.7%), or didn't know what they planned to do (7.1%).

GRADE AVERAGE

The majority of "A" students and a lesser majority of "B" students planned to continue their education full time; proportionately fewer of these top academic students were planning immediate employment, military service, or marriage immediately after graduation or didn't know what they planned to do. On the other hand, a majority of both "C" and "D" students were far more likely to seek immediate employment after graduation; this group was also more likely to join the military service, marry, or not to be sure of their plans. (See Note related to Grade Averages on facing page.)

Note: (See pp. 6-7, Table III) Grade averages ($\bar{x}$) reported represent a Bell Curve skewed to the high side. The largest group of seniors (43%) reported they were B $\bar{x}$, this was followed by nearly 38% who were C $\bar{x}$, 11.4% at A $\bar{x}$, and 2.4% at D. There were 3.5% who said they didn't know what their grade averages were and nearly 2% did not respond. There has been a slow but steady inflation (toward higher grades) reported over the past few years.

POPULATION OF HOME TOWN

As a general rule, the smaller the home town of the senior, the more likely it was that he or she planned immediate employment, or marriage immediately after graduation--or they were not sure of their plans; conversely, the larger the population of the home town, the more likely seniors were to plan to continue their education full or part time. Size of home town did not seem to be an important factor related to choosing military service. (More than 15,000 seniors reported they lived in cities smaller than 5,000 residents; nearly 19,000 lived in cities between 5,000 and 50,000; and about 11,000 resided in cities larger than 50,000--2,000 did not know the population of their home town.)

HEAD OF HOUSEHOLD

When the head of household was the Father, true for 84% of all seniors, they were more likely to plan to continue their education full time, and were less likely to seek immediate employment, go to school part time, go into military service or get married. In those cases where the Mother was head of household, true for about 11% of all seniors, they were more likely to seek employment, go to school part time, go into the military or get married. Where Other (than Father or Mother) was head of household, the proportion planning either full-time or part-time education dropped off sharply, marriage plans increased very sharply; plans for immediate employment, military service, or don't know their plans also were higher for this group. (Study of trends over previous classes show a growing proportion of seniors are reporting Mother, or Other as head of household.)

HIGHEST LEVEL OF EDUCATION OF HEAD OF HOUSEHOLD

There is a direct relationship between the likelihood of seniors' plans to continue education full time and the educational level of the head of household; i.e. the higher the educational level of the head--the more likely it was that the senior planned to continue education full time: An inverse relationship existed with regards to immediate employment and knowing what their plans were: i.e. the higher the educational level of the head, the less likely it was that the senior planned immediate employment, and the less likely he was to say that he did not know what his plans were. Generally, this same inverse relationship existed for military service and marriage; i.e. the higher the educational level of the head of household, the less likely it was the senior planned to go into the military service or to get married immediately after graduation.

The above findings are essentially the same for this class of seniors graduating in June of 1975, as were the findings for the classes of 1969 and 1972.



TABLE XXVIIA
INTERRELATIONSHIPS BETWEEN THE AFTER-GRADUATION PLANS
OF SENIORS, AND THEIR SEX, GRADE AVERAGE,
POPULATION OF HOME TOWN, AND HEAD OF HOUSEHOLD

Distribution by Populations--i.e. Linear
 (For Distribution Across Populations--i.e. Columnar, See Facing Page.)

Within six months after I graduate, I plan

	Immediate Employment	Full-time Education	Part-time Education	Military Service	Marriage & Other	Don't Know	Total Number Respondents
n=	16,416	15,135	6,552	2,124	4,381	3,443	Σ 48,051
Sex							
Male	36.0%	30.7%	13.6%	6.9%	5.6%	7.2%	100% 24,269
Female	32.2%	32.3%	13.7%	1.9%	12.8%	7.1%	100% 23,782
Total State	34.1%	31.5%	13.6%	4.4%	9.2%	7.2%	100% 48,051
n=	16,267	15,005	6,481	2,115	4,336	3,408	47,612
Grade Average							
A	12.5%	68.2%	9.2%	1.4%	5.5%	3.2%	100% 557
B	28.3%	39.5%	14.8%	3.1%	8.1%	6.2%	100% 20,994
C	45.6%	14.6%	14.2%	6.3%	10.8%	8.5%	100% 18,275
D	53.8%	4.6%	8.4%	9.0%	12.8%	11.4%	100% 4,135
Unknown	43.1%	11.2%	10.3%	8.0%	12.3%	15.1%	100% 1,637
n=	16,208	14,967	6,427	2,116	3,397	4,323	47,438
Population of Home Town							
Rural < 1,000	38.6%	25.8%	11.6%	4.4%	10.7%	8.9%	100% 8,090
1000-5000	37.3%	28.1%	12.1%	4.5%	10.3%	7.7%	100% 7,343
5000-25,000	33.2%	33.8%	12.7%	4.7%	9.0%	6.6%	100% 12,832
25,000-50,000	33.6%	33.1%	13.5%	4.6%	8.2%	7.0%	100% 6,006
50,000 or higher	28.5%	38.1%	17.2%	3.8%	6.9%	5.5%	100% 11,082
Unknown	43.5%	13.8%	12.5%	5.7%	13.5%	11.0%	100% 2,085
n=	16,415	15,063	6,537	2,137	4,359	3,428	47,939
Head of Household							
Father	33.8%	32.8%	13.7%	4.2%	8.4%	7.1%	100% 40,885
Mother	36.4%	26.9%	14.5%	5.9%	9.8%	6.5%	100% 5,252
Other	36.7%	14.4%	10.7%	6.2%	22.8%	9.2%	100% 1,802
n=	16,448	15,146	6,549	2,145	4,377	3,434	48,099
Highest Level of Education of Head of Household							
< High School Grad	44.2%	16.2%	12.9%	6.2%	11.9%	8.6%	100% 9,606
H.S. Graduate	38.2%	26.5%	13.9%	4.4%	9.7%	7.3%	100% 20,482
Some Coll, But No ^o	27.5%	39.0%	15.7%	3.7%	8.0%	6.1%	100% 7,446
Coll or Univ ^o	19.1%	55.7%	12.1%	2.7%	5.4%	5.0%	100% 8,989
Unknown	39.0%	16.1%	12.4%	7.7%	11.8%	13.0%	100% 1,576

TABLE XXVIII
INTERRELATIONSHIPS BETWEEN THE AFTER-GRADUATION PLANS
OF SENIORS, AND THEIR SEX, GRADE AVERAGE
POPULATION OF HOME TOWN, AND HEAD OF HOUSEHOLD

Distribution Across Populations--i.e. Columnar
 (For Distribution By Population--i.e. Linear, See Facing Page.)

Within six months after I graduate, I plan							
	Immediate Employment	Full-time Education	Part-time Education	Military Service	Marriage & Other	Don't Know	Total Number Respondents
n=	16,416	15,135	6,552	2,124	4,381	3,443	48,051
<u>Sex</u>							
Male	53.4%	49.2%	50.3%	78.5%	30.7%	49.0%	24,269
Female	46.6%	50.8%	49.7%	21.5%	69.3%	51.0%	23,782
Total State	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	48,051
n=	16,267	15,005	6,481	2,115	4,336	3,408	47,612
<u>Grade Average</u>							
A	4.3%	25.4%	7.9%	3.6%	7.0%	5.2%	5,571
B	36.5%	55.4%	47.9%	31.1%	39.1%	38.1%	20,994
C	51.1%	17.7%	40.1%	54.3%	46.0%	45.7%	18,275
D	3.8%	.3%	1.5%	4.8%	3.3%	3.8%	1,135
Unknown	4.3%	1.2%	2.6%	6.2%	4.6%	7.2%	1,637
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	47,612
n=	16,208	14,967	6,427	2,116	3,397	4,323	47,438
<u>Population of Home Town</u>							
Rural <1,000	19.3%	13.9%	14.6%	17.0%	20.0%	21.2%	8,090
1000-5000	16.9%	13.8%	13.8%	15.8%	17.4%	16.6%	7,343
5000-25,000	26.2%	29.0%	25.3%	28.5%	26.8%	25.1%	12,832
25,000-50,000	12.5%	13.3%	12.6%	13.1%	11.5%	12.3%	6,006
50,000 or higher	19.5%	28.1%	29.7%	20.0%	17.8%	18.1%	11,082
Unknown	5.6%	1.9%	4.0%	5.6%	6.5%	6.7%	2,085
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	47,438
n=	16,415	15,063	6,537	2,137	4,359	3,428	47,939
<u>Head of Household</u>							
Father	84.3%	88.9%	85.3%	80.2%	78.9%	85.3%	40,885
Mother	11.7%	9.4%	11.7%	14.6%	11.7%	9.9%	5,252
Other	4.0%	1.7%	3.0%	5.2%	9.4%	4.8%	1,802
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	47,939
n=	16,448	15,146	6,549	2,145	4,377	3,434	48,099
<u>Highest Level of Education of Head of Household</u>							
< High School Grad	25.8%	10.3%	19.0%	27.7%	26.1%	24.2%	9,606
H.S. Graduate	47.6%	35.8%	43.5%	42.4%	44.9%	43.4%	20,482
Some Coll, But No ^o	12.4%	15.2%	17.9%	12.8%	13.5%	13.2%	7,446
Coll or Univ ^o	10.4%	33.0%	16.6%	11.5%	11.2%	13.2%	8,989
Unknown	3.8%	1.7%	3.0%	5.6%	4.2%	6.0%	1,576
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	48,099

HIGHLIGHTS: PART II. INTERRELATIONSHIPS PERTAINING TO
SENIORS WHO PLAN TO ENROLL IN A COLLEGE OR
UNIVERSITY AFTER GRADUATION FROM HIGH SCHOOL VS

- (1) SEX, Table XXVIII
- (2) HIGH SCHOOL GRADE AVERAGE, Tables XXIX A,B,C, & D
- (3) HIGH SCHOOL CONCENTRATION (TYPE PROGRAM),
Tables XXX A,B,C. & D
- (4) HIGHEST LEVEL OF EDUCATION ATTAINED BY HEAD OF
HOUSEHOLD, Tables XXXI A,B,C, & D

HIGHLIGHTS: SEX VS MAJOR COLLEGE OR UNIVERSITY

As shown earlier in the report (Table 2), slightly more males than females participated in the survey. However, females were more likely to plan full-time education immediately after graduation or to get married. Males were much more likely to seek immediate employment, to continue their education part-time, or to go into military service (Table XXVII). However, there are further differences in the plans between boys and girls when examined against the major college or university they planned to attend.

For example, proportionately more boys than girls planned to attend Vincennes, Ivy Tech, Purdue, and the composite of all private colleges and universities in Indiana. On the other hand, more girls than boys planned to attend Ball State, Indiana State and Indiana University.

In general (the only exception being Indiana University) a higher proportion of girls planned to attend main campuses of the public universities, with proportionately more boys selecting regional campuses.

The highest percentage of females planning to attend a state supported college or university identified Ball State University; whereas the highest percentage of males chose Vincennes followed by Ivy Tech.

See Table XXVIII on facing page for details.

TABLE XXVIII
SEX OF SENIORS VS CHOSEN
MAJOR COLLEGES OR UNIVERSITIES IN INDIANA

Distribution by Populations -- i.e. Linear

Campus	Male		Female		Total Respondents # (F = 100%)	State Totals*
	%	#	%	#		
Ball State Univ. Main	43.6%	955	56.4%	1,234	2,189	3,663
Indiana State Univ. Main	44.9%	507	55.1%	623	1,130	
Indiana State Univ. Others	43.3%	173	56.7%	227	400	
Totals	44.4%	680	55.6%	850	1,530	2,556
Indiana Univ. Main	50.7%	1,525	49.3%	1,484	3,009	
Indiana Univ. Others	41.7%	966	58.3%	1,351	2,317	
Totals	46.8%	2,491	53.2%	2,835	5,326	8,918
Purdue Univ. Main	58.7%	1,791	41.3%	1,262	3,053	
Purdue Univ. Others	55.0%	684	45.0%	560	1,244	
Totals	57.6%	2,475	42.4%	1,822	4,297	7,282
Vincennes Univ. Main	62.0%	370	38.0%	227	597	
Vincennes Univ. Others	68.3%	71	31.7%	33	104	
Totals	62.9%	441	37.1%	260	701	1,207
INDIANA COLLEGES TOTAL	50.1%	7,042	49.9%	7,001	14,043	23,626
IVTC 13 Regions	52.0%	559	48.0%	517	1,076	
IVTC Undecided	59.6%	87	40.4%	59	146	
Totals	52.9%	646	47.1%	576	1,222	2,074
Private Colleges and Universities in Indiana	49.5%	1,922	50.5%	1,960	3,882	6,036
TOTALS	50.2%	9,610	49.8%	9,537	19,147	31,736

*By extrapolation to universe of all high school seniors in Indiana.

HIGHLIGHTS OF GRADE AVERAGE VS CHOSEN COLLEGE OR UNIVERSITY

As reported earlier (pp. 6 & 7, Table III), the grade average distribution of seniors in the class of '75 was 11.4% at "A", 43% at "B", 37.9% at "C", 2.4% at "D", and 5.4% unknown or non-response. The data indicate, as might be expected, that the grade averages of those seniors who did identify a college or university they planned to attend were higher than for all seniors. However, the distribution of seniors' grades varies by the type of post-high school institution chosen. For example, of all the seniors planning to attend a public university, nearly 20% were "A" students, 55.6% were "B", 22.8% were "C" and only 2% were "D" or Unknown. (An exception was Vincennes University where the grade averages were lower.) The grade averages of seniors planning to attend a private college or university were slightly higher than those planning to attend a public university.

Whereas more than 75% of the seniors planning to attend a public or private university had "A" or "B" averages, Vincennes being the exception, fewer than 50% of Ivy Tech aspirants did, wherein the largest group average was made up of "C" students.

A summary of these interrelationships is shown in Table XXIXA: details for individual public universities, Ivy Tech Regions, and private colleges and universities are shown in Tables XXIX B, C, and D respectively.

TABLE XXIXA
"SUMMARY" GRADE AVERAGE BY MAJOR
TYPES OF COLLEGES OR UNIVERSITIES IN INDIANA

Distribution By Population--i.e. Linear

My high school grade average is

College or University Selected		A	B	C	D	Unknown & N/R	Totals
<u>INDIANA COLLEGES & UNIVERSITIES (Less IVTC)</u>	$\frac{Z}{\#}$	19.6%	55.6%	22.8%	.5%	1.5%	100%
		2,723	7,745	3,167	65	210	13,910
<u>INDIANA VOCATIONAL TECHNICAL COLLEGE</u>	$\frac{Z}{\#}$	6.4%	41.9%	46.3%	2.2%	3.2%	100%
		78	508	561	27	39	1,213
<u>PRIVATE COLLEGES AND UNIVERSITIES</u>	$\frac{Z}{\#}$	27.9%	51.5%	18.7%	.5%	1.4%	100%
		1,071	1,979	717	19	53	3,839
Totals		3,872	10,232	4,445	111	302	18,962

Distribution Across Populations--i.e. Columnar

<u>INDIANA COLLEGES & UNIVERSITIES (Less IVTC)</u>	$\frac{Z}{\#}$	70.3%	75.7%	71.3%	58.6%	69.6%
<u>INDIANA VOCATIONAL TECHNICAL COLLEGE</u>	$\frac{Z}{\#}$	2.0%	5.0%	12.6%	24.3%	12.9%
<u>PRIVATE COLLEGES AND UNIVERSITIES</u>	$\frac{Z}{\#}$	27.7%	19.3%	16.1%	17.1%	17.5%
Totals		100.0%	100.0%	100.0%	100.0%	100.0%

TABLE XXIXB
HIGH SCHOOL GRADE AVERAGE BY CHOSEN
INDIANA (STATE SUPPORTED) COLLEGE OR UNIVERSITY
(EXCLUDES IVTC)

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

My High School Grade Average Is Closest to

	A	B	C	D	Unknown	Totals	
						%	#'s
n=	2,723	7,745	3,167	65	210	Σ 13,910	
BALL STATE							
Muncie Campus	17.2%	58.5%	22.5%	.4%	1.4%	100%	2,172
INDIANA STATE UNIVERSITY							
Terre Haute Campus	18.3%	51.9%	26.7%	.7%	2.4%	100%	1,109
Evansville Campus	14.5%	54.7%	28.7%	0	2.1%	100%	289
I.S.U. Location Undecided	9.3%	49.5%	37.4%	1.9%	1.9%	100%	107
INDIANA UNIVERSITY							
Bloomington Campus	23.9%	55.4%	19.3%	.4%	1.0%	100%	3,000
East Campus, Richmond	18.0%	57.4%	21.3%	0	3.3%	100%	61
Fort Wayne Campus	17.1%	62.7%	18.1%	.6%	1.5%	100%	480
Indianapolis Campus (IUPUI)	16.5%	58.0%	22.7%	.4%	2.4%	100%	502
Kokomo Campus	12.0%	52.0%	32.0%	0	4.0%	100%	125
Northwest Campus, Gary	9.4%	51.9%	37.5%	0	1.2%	100%	339
South Bend Campus	11.1%	57.5%	27.5%	1.2%	2.7%	100%	334
Southeast Campus, New Albany	21.9%	58.2%	18.4%	.4%	1.1%	100%	283
I.U. Location Undecided	8.9%	47.8%	39.1%	2.4%	1.8%	100%	169
VINCENNES UNIVERSITY							
Vincennes Campus	7.8%	46.1%	43.1%	1.0%	2.0%	100%	589
Jasper Center, Jasper	--	--	--	--	--	--	--
Vincennes Univ. Loc. Undecided	3.0%	28.7%	60.3%	3.0%	5.0%	100%	101
PURDUE UNIVERSITY							
West Lafayette Campus	27.9%	57.3%	13.4%	.2%	1.2%	100%	3,017
Calumet Campus, Hammond	9.9%	53.5%	35.3%	.4%	.9%	100%	553
Fort Wayne Campus	17.9%	62.5%	17.6%	.3%	1.7%	100%	301
Indianapolis Campus (IUPUI)	10.1%	55.9%	30.8%	1.3%	1.9%	100%	159
North Central Campus, Westville	8.6%	59.1%	31.2%	0	1.1%	100%	93
Purdue Location Undecided	11.0%	51.2%	35.4%	.8%	1.6%	100%	127
Totals	19.6%	55.6%	22.8%	.5%	1.5%	100%	13,910

TABLE XXIXC
HIGH SCHOOL GRADE AVERAGE
BY CHOSEN IVTC REGION

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

My High School Grade Average Is Closest to

	A	B	C	D	Unknown	Totals	
						%	#'s
n=	78	508	561	27	39	Σ	1,213
INDIANA VOCATIONAL TECHNICAL COLLEGE							
Region 1							
Hammond-Gary-Michigan City Area	3.1%	29.6%	64.3%	2.0%	1.0%	100%	98
Region 2							
Elkhart-Mishawaka-South Bend Area	8.8%	40.0%	46.2%	2.5%	2.5%	100%	80
Region 3							
Fort Wayne-Huntington Area	4.4%	54.3%	38.6%	.9%	1.8%	100%	114
Region 4							
Crawfordsville-Lafayette Area	10.9%	52.5%	29.7%	0	6.9%	100%	101
Region 5							
Kokomo-Logansport-Peru-Wabash Area	4.8%	46.8%	46.8%	1.6%	0	100%	62
Region 6							
Anderson-Marion-Muncie Area	12.8%	42.5%	38.3%	2.1%	4.3%	100%	47
Region 7							
Terre Haute Area	7.0%	45.7%	37.7%	3.5%	6.1%	100%	114
Region 8							
Indianapolis Area	4.9%	32.9%	56.4%	2.7%	3.1%	100%	225
Region 9							
Connersville-New Castle-Richmond Area	15.8%	47.3%	31.6%	0	5.3%	100%	38
Region 10							
Bedford-Bloomington-Columbus-Greensburg Area	13.1%	52.5%	32.8%	0	1.6%	100%	61
Region 11							
Aurora-Madison-North Vernon Area	--	--	--	--	--	--	--
Region 12							
Evansville-Jasper-Vincennes-Washington Area	2.6%	42.1%	47.5%	3.9%	3.9%	100%	76
Region 13							
Jeffersonville-New Albany Area	3.8%	39.6%	54.7%	0	1.9%	100%	53
I.V.T.C. Location Undecided	4.2%	37.5%	50.6%	4.9%	2.8%	100%	144
Totals	6.4%	41.9%	46.3%	2.2%	3.2%	100%	1,213

TABLE XXIXD
HIGH SCHOOL GRADE AVERAGE BY
PRIVATE COLLEGE OR UNIVERSITY IN INDIANA

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

My High School Grade Average Is Closest to

	A	B	C	D	Unknown	Totals	
						%	#'s
n=	1,071	1,979	717	19	53	Σ 3,839	
PRIVATE COLLEGES AND UNIVERSITIES							
Anderson College, Anderson	27.8%	55.5%	14.8%	0	1.9%	100%	108
Bethel College, Mishawaka	26.8%	63.4%	9.8%	0	0	100%	41
Butler Univ., Indianapolis	44.4%	46.9%	8.7%	0	0	100%	196
DePauw Univ., Greencastle	50.0%	42.0%	7.4%	0	.6%	100%	176
Earlham College, Richmond	44.9%	42.9%	12.2%	0	0	100%	49
Evansville, Univ. of, Evansville	26.5%	60.0%	12.5%	.5%	.5%	100%	385
Ft. Wayne Bible Col., Ft. Wayne	28.6%	51.4%	14.3%	0	5.7%	100%	35
Franklin College, Franklin	22.3%	57.2%	20.5%	0	0	100%	112
Goshen College, Goshen	49.1%	36.4%	12.7%	0	1.8%	100%	55
Grace Theol. Sem. & College, Winona Lake	11.8%	58.9%	17.6%	2.9%	8.8%	100%	34
Hanover College, Hanover	25.8%	61.8%	12.4%	0	0	100%	97
Huntington Col., Huntington	23.9%	50.7%	25.4%	0	0	100%	67
Indiana Central Col., Indpls.	17.4%	57.0%	24.4%	.4%	.8%	100%	242
Indiana College of Business & Technology, Indianapolis	11.9%	48.7%	35.8%	.5%	3.1%	100%	193
Indiana Institute of Technology, Fort Wayne	6.5%	50.1%	39.1%	0	4.3%	100%	46
Manchester Col., N. Manchester	27.0%	55.9%	14.9%	1.1%	1.1%	100%	174
Marian College, Indianapolis	29.9%	40.2%	26.9%	0	3.0%	100%	67
Marion College, Marion	18.0%	56.0%	24.0%	0	2.0%	100%	50
Northwood Inst., W. Baden	3.2%	41.9%	48.4%	0	6.5%	100%	31
Notre Dame, Univ. of, S. Bend	49.9%	39.9%	8.2%	1.2%	.8%	100%	243
Oakland City Col., Oakland City	5.2%	35.4%	53.1%	0	6.3%	100%	96
Rose Hulman Institute of Technology, Terre Haute	56.0%	39.6%	3.8%	0	.6%	100%	159
St. Francis Col., Ft. Wayne	19.3%	56.1%	24.8%	0	1.8%	100%	57
St. Joseph's Col., Rensselaer	16.0%	47.0%	32.1%	1.2%	3.7%	100%	81
St. Joseph's Calumet College, East Chicago	8.1%	52.7%	39.2%	0	0	100%	74
St. Mary's College, South Bend	41.7%	49.9%	4.2%	0	4.2%	100%	48
Taylor University, Upland	27.0%	61.7%	10.4%	.9%	0	100%	115
Tri-State College, Angola	19.5%	54.8%	23.0%	0	2.7%	100%	113
Valparaiso Univ., Valparaiso	26.7%	64.7%	7.4%	.6%	.6%	100%	176
Wabash Col., Crawfordsville	51.1%	40.2%	7.9%	0	.8%	100%	127
Other College	12.5%	54.6%	30.1%	1.5%	1.3%	100%	392
Totals	27.9%	51.5%	18.7%	.5%	1.4%	100%	3,839

HIGHLIGHTS OF HIGH SCHOOL CONCENTRATION (TYPE PROGRAM) VS CHOSEN COLLEGE OR UNIVERSITY

Most of the seniors who planned to enroll in a college or university were in a College Preparatory type program in high school...the strong exception being Ivy Tech: Generally speaking, about 70% of all the seniors planning to go to a public university (IVTC not included) or to a private college or university in Indiana, were College Prep program seniors; only about 5% of the seniors planning to attend these institutions were enrolled in vocational education type programs. (Vincennes University was an exception to this situation wherein only about 44% were college prep and 16% were in vocational education. Vincennes also had a higher proportion of seniors who were enrolled in Business Education, General Education, or Other types of programs). As a rule, proportionately more College Prep type seniors planned to attend the main university campuses than the regional campuses.

The largest single group planning to attend Ivy Tech were Vocational Program type seniors (nearly 41%), and in comparison with the 70% composition of College Prep students in the public universities, less than 18% of Ivy Tech aspirants were in College Prep programs. Proportionately more students in Business Education, General Education, or Other type programs also planned to attend Ivy Tech.

The summary of these interrelationships is shown in Table XXXA: details for individual public universities, Ivy Tech Regions and private colleges and universities are shown in Tables XXX B, C, and D respectively on following pages.

TABLE XXXA
"SUMMARY" OF HIGH SCHOOL CONCENTRATION (TYPE PROGRAM)
BY MAJOR TYPES OF COLLEGES OR UNIVERSITIES IN INDIANA

Distribution By Population--i.e. Linear

My major area of study (course concentration) is

College or University Selected		Coll Prep	Bus Educ	Voc Educ	Gen Educ	Other	Totals
<u>INDIANA COLLEGES & UNIVERSITIES (Less IVTC)</u>	<u>%</u> <u>#</u>	70.4%	12.0%	4.6%	9.2%	3.8%	100%
		9,559	1,623	631	1,255	518	13,591
<u>INDIANA VOCATIONAL TECHNICAL COLLEGE</u>	<u>%</u> <u>#</u>	17.7%	20.4%	40.6%	15.7%	5.6%	100%
		209	241	480	186	66	1,182
<u>PRIVATE COLLEGES AND UNIVERSITIES</u>	<u>%</u> <u>#</u>	68.6%	14.2%	5.1%	8.5%	3.6%	100%
		2,576	535	190	321	135	3,757
Totals		12,344	2,404	1,301	1,762	719	18,530

Distribution Across Populations--i.e. Columnar

<u>INDIANA COLLEGES & UNIVERSITIES (Less IVTC)</u>	<u>%</u>	77.4%	67.7%	48.5%	71.2%	72.0%
<u>INDIANA VOCATIONAL TECHNICAL COLLEGE</u>	<u>%</u>	1.7%	10.0%	36.9%	10.6%	9.2%
<u>PRIVATE COLLEGES AND UNIVERSITIES</u>	<u>%</u>	20.9%	22.3%	14.6%	18.2%	18.8%
Totals		100.0%	100.0%	100.0%	100.0%	100.0%

TABLE XXXB
HIGH SCHOOL CONCENTRATION (TYPE PROGRAM)
BY CHOSEN INDIANA (STATE SUPPORTED) COLLEGE OR UNIVERSITY
(EXCLUDES IVTC)

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

My major area of study (course concentration) is

	n=	Coll	Bus	Voc	Gen	Totals	
		Prep	Educ	Educ	Educ	Other	% # 's
		9,559	1,628	631	1,255	518	Σ 13,591
BALL STATE							
Muncie Campus		66.9%	16.8%	3.9%	9.2%	3.2%	100% 2,127
INDIANA STATE UNIVERSITY							
Terre Haute Campus		64.7%	14.3%	4.8%	12.1%	4.1%	100% 1,086
Evansville Campus		58.2%	22.8%	4.6%	7.7%	6.7%	100% 285
I.S.U. Location Undecided		45.6%	21.8%	5.9%	20.8%	5.9%	100% 101
INDIANA UNIVERSITY							
Bloomington Campus		77.4%	9.4%	1.6%	8.0%	3.6%	100% 2,925
East Campus, Richmond		65.5%	11.5%	4.9%	14.8%	3.3%	100% 61
Fort Wayne Campus		52.2%	26.5%	5.6%	11.0%	4.7%	100% 465
Indianapolis Campus (IUPUI)		64.4%	13.8%	5.9%	10.2%	5.7%	100% 491
Kokomo Campus		53.8%	20.2%	9.2%	15.1%	1.7%	100% 119
Northwest Campus, Gary		59.7%	17.1%	4.3%	13.4%	5.5%	100% 328
South Bend Campus		61.3%	17.4%	6.3%	12.3%	2.7%	100% 333
Southeast Campus, New Albany		65.7%	14.2%	6.2%	10.6%	3.3%	100% 274
I.U. Location Undecided		44.2%	20.3%	10.8%	15.2%	9.5%	100% 158
VINCENNES UNIVERSITY							
Vincennes Campus		44.1%	19.1%	15.1%	15.8%	5.9%	100% 575
Jasper Center, Jasper		--	--	--	--	--	--
Vincennes Univ. Loc. Undecided*		26.5%	18.4%	19.4%	27.5%	8.2%	100% 98
PURDUE UNIVERSITY							
West Lafayette Campus		85.7%	3.7%	3.4%	4.7%	2.5%	100% 2,965
Calumet Campus, Hammond		73.3%	9.2%	5.8%	8.1%	3.6%	100% 534
Fort Wayne Campus		68.5%	8.0%	4.5%	13.1%	5.9%	100% 289
Indianapolis Campus (IUPUI)		62.2%	9.8%	7.8%	12.4%	7.8%	100% 153
North Central Campus, Westville		56.4%	13.8%	13.8%	14.9%	1.1%	100% 94
Purdue at I.U. East, Richmond		--	--	--	--	--	--
Purdue at I.U. Kokomo		--	--	--	--	--	--
Purdue at I.U. Southeast, New Albany		--	--	--	--	--	--
Purdue at Vincennes		--	--	--	--	--	--
Purdue Location Undecided		63.9%	7.7%	13.8%	11.5%	3.1%	100% 130
Totals		70.4%	12.0%	4.6%	9.2%	3.8%	100% 13,591

TABLE XXXC
HIGH SCHOOL CONCENTRATION (TYPE PROGRAM)
BY CHOSEN IVTC REGION

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

My major area of study (course concentration) is

	Coll Prep	Bus Educ	Voc Educ	Gen Educ	Other	Totals	
						%	#'s
n=	209	241	480	186	66	Σ 1,182	
INDIANA VOCATIONAL TECHNICAL COLLEGE							
Region 1							
Hammond-Gary-Michigan City Area	21.5%	19.4%	32.2%	17.2%	9.7%	100%	93
Region 2							
Elkhart-Mishawaka-South Bend Area	15.8%	23.7%	34.1%	21.1%	5.3%	100%	76
Region 3							
Fort Wayne-Huntington Area	15.2%	34.8%	37.5%	9.8%	2.7%	100%	112
Region 4							
Crawfordsville-Lafayette Area	26.0%	28.0%	38.0%	7.0%	1.0%	100%	100
Region 5							
Kokomo-Logansport-Peru-Wabash Area	15.0%	26.7%	38.3%	11.7%	8.3%	100%	60
Region 6							
Anderson-Marion-Muncie Area	10.9%	23.9%	50.0%	10.9%	4.3%	100%	46
Region 7							
Terre Haute Area	14.2%	13.3%	48.6%	19.5%	4.4%	100%	113
Region 8							
Indianapolis Area	16.3%	17.2%	48.9%	11.3%	6.3%	100%	221
Region 9							
Connersville-New Castle-Richmond Area	21.1%	15.8%	26.3%	31.5%	5.3%	100%	38
Region 10							
Bedford-Bloomington-Columbus-Greensburg Area	39.3%	19.7%	27.9%	13.1%	0	100%	61
Region 11							
Aurora-Madison-North Vernon Area	--	--	--	--	--	--	--
Region 12							
Evansville-Jasper-Vincennes-Washington Area	15.3%	12.5%	30.5%	27.8%	13.9%	100%	72
Region 13							
Jeffersonville-New Albany Area	9.8%	15.7%	54.9%	15.7%	3.9%	100%	51
I.V.T.C. Location Undecided	14.4%	16.5%	41.7%	20.9%	6.5%	100%	139
Totals	17.7%	20.4%	40.6%	15.7%	5.6%	100%	1,182

TABLE XXXD
HIGH SCHOOL CONCENTRATION (TYPE PROGRAM)
BY PRIVATE COLLEGE OR UNIVERSITY IN INDIANA

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

My major area of study (course concentration) is

	Coll Prep	Bus Educ	Voc Educ	Gen Educ	Other	Totals	
	2,576	535	190	321	135	%	#'s
PRIVATE COLLEGES AND UNIVERSITIES							
Anderson College, Anderson	67.9%	14.6%	3.9%	11.7%	1.9%	100%	103
Bethel College, Mishawaka	76.8%	10.3%	2.6%	10.3%	0	100%	39
Butler Univ., Indianapolis	82.0%	5.0%	1.0%	9.0%	3.0%	100%	199
Christian Theol. Sem., Indpls.	--	--	--	--	--	--	--
Concordia Senior Col., Ft. Wayne	--	--	--	--	--	--	--
DePauw Univ., Greencastle	87.8%	3.5%	1.2%	5.8%	1.7%	100%	172
Earlham College, Richmond	87.8%	2.0%	2.0%	8.2%	0	100%	49
Evansville, Univ. of, Evansville	84.0%	6.3%	1.0%	6.3%	2.4%	100%	381
Ft. Wayne Bible Col., Ft. Wayne	70.6%	8.8%	0	14.7%	5.9%	100%	34
Ft. Wayne Art Inst., Ft. Wayne	--	--	--	--	--	--	--
Franklin College, Franklin	79.5%	7.1%	0	11.6%	1.8%	100%	112
Goshen College, Goshen	76.7%	0	0	17.9%	5.4%	100%	56
Grace Theol. Sem. & College, Winona Lake	67.7%	5.9%	2.9%	14.7%	8.8%	100%	34
Hanover College, Hanover	86.1%	5.3%	1.1%	6.4%	1.1%	100%	94
Holy Cross Junior College; Sch of Nursing, South Bend	--	--	--	--	--	--	--
Huntington College, Huntington	50.0%	32.3%	4.8%	9.7%	3.2%	100%	62
Indiana Central Col., Indpls.	69.2%	14.8%	3.8%	10.5%	1.7%	100%	237
Indiana College of Business & Technology, Indianapolis	14.7%	64.3%	8.9%	7.9%	4.2%	100%	190
Indiana Institute of Technology, Fort Wayne	27.5%	12.5%	27.5%	32.5%	0	100%	40
Manchester Col., N. Manchester	81.5%	7.1%	2.4%	3.6%	5.4%	100%	168
Marian College, Indianapolis	83.5%	4.5%	1.5%	9.0%	1.5%	100%	67
Marion College, Marion	60.9%	7.8%	5.9%	17.6%	7.8%	100%	51
Northwood Inst., W. Baden	44.9%	31.0%	13.8%	6.9%	3.4%	100%	29
Notre Dame, Univ. of, S. Bend	83.5%	6.6%	2.5%	4.1%	3.3%	100%	243
Oakland City Col., Oakland City	17.2%	6.5%	45.1%	20.4%	10.8%	100%	93
Rose Hulman Institute of Technology, Terre Haute	93.6%	1.9%	1.9%	1.3%	1.3%	100%	158
St. Francis Col., Ft. Wayne	73.2%	1.8%	1.8%	16.1%	7.1%	100%	56
St. Joseph's Col., Rensselaer	67.9%	14.1%	7.7%	9.0%	1.3%	100%	78
St. Joseph's Calumet College, East Chicago	46.6%	32.9%	2.7%	15.1%	2.7%	100%	73
St. Mary-of-the-Woods College, Terre Haute	--	--	--	--	--	--	--
St. Mary's College, South Bend	91.6%	2.1%	2.1%	2.1%	2.1%	100%	47
St. Meinrad Col., St. Meinrad	--	--	--	--	--	--	--
Taylor University, Upland	80.7%	7.9%	0	6.1%	5.3%	100%	114
Tri-State College, Angola	59.5%	23.4%	6.3%	6.3%	4.5%	100%	111
Valparaiso Tech. Inst., Valpo.	--	--	--	--	--	--	--
Valparaiso Univ., Valparaiso	80.3%	8.1%	1.7%	5.2%	4.7%	100%	172
Wabash Col., Crawfordsville	93.6%	2.4%	0	2.4%	1.6%	100%	125
Other College	31.6%	36.0%	13.8%	11.6%	7.0%	100%	370
Totals	68.6%	14.2%	5.1%	8.5%	3.6%	100%	3,757

HIGHLIGHTS OF THE HIGHEST LEVEL OF EDUCATION ATTAINED BY HEAD OF HOUSEHOLD VS CHOSEN COLLEGE OR UNIVERSITY

The highest educational levels of family heads of all seniors were reported as; nearly 20% were less than high school graduates, 42% high school graduate, 15% some college but no degree, nearly 19% had a college degree and 4.2% of the seniors didn't know or respond. However, the educational level of heads of households of those seniors who identified a particular college or university they planned to attend was much higher: the notable exception was Ivy Tech bound students.

Broadly speaking, the educational levels of heads of households of public and private university bound students, excluding Ivy Tech, were: only between 12 and 14% were less than high school graduates, about 38% were high school grads, more than 19% had some college and 28% had college degrees. Vincennes University levels were lower. Further, seniors who planned to attend a regional campus of a public university reported a lower level of education of head of household than those seniors planning to go to a main campus.

Ivy Tech bound students reported the level of their heads of household as: 24% less than high school grad, 47% high school grad, 14% some college and 11% had a college degree. Finally, the proportion of students planning to attend Ivy Tech who said they didn't know the level of their head of household was twice as large as the other groups (3.8% vs. 1.9%).

The summary of these interrelationships is shown in Table XXXIA: details for individual public universities, Ivy Tech Regions, and private colleges and universities are shown in Tables XXXI B, C, & D respectively.

TABLE XXXIA
"SUMMARY" HIGHEST LEVEL OF EDUCATION OF HEAD OF
HOUSEHOLD BY MAJOR TYPES OF COLLEGES OR UNIVERSITIES IN INDIANA

Distribution By Population--i.e. Linear

College or University Selected		< High School	High School	Some Coll, No Degree	College Degree	Un-Known	Totals
<u>INDIANA COLLEGES AND UNIVERSITIES (Less IVTC)</u>	<u>%</u>	11.7%	38.1%	19.8%	28.5%	1.9%	100%
	<u>#</u>	1,638	5,335	2,782	3,999	269	14,023
<u>INDIANA VOCATIONAL TECHNICAL COLLEGE</u>	<u>%</u>	24.0%	47.0%	14.0%	11.2%	3.8%	100%
	<u>#</u>	293	576	171	137	46	1,223
<u>PRIVATE COLLEGES AND UNIVERSITIES</u>	<u>%</u>	13.7%	38.2%	18.7%	27.8%	1.6%	100%
	<u>#</u>	534	1,480	726	1,082	64	3,886
Totals		2,465	7,391	3,679	5,218	379	19,132

Distribution Across Population--i.e. Columnar

<u>INDIANA COLLEGES AND UNIVERSITIES (Less IVTC)</u>	<u>%</u>	66.4%	72.2%	75.7%	76.7%	71.0%	73.3%
<u>INDIANA VOCATIONAL TECHNICAL COLLEGE</u>	<u>%</u>	11.9%	7.8%	4.6%	2.6%	12.1%	6.4%
<u>PRIVATE COLLEGES AND UNIVERSITIES</u>	<u>%</u>	21.7%	20.0%	19.7%	20.7%	16.9%	20.3%
Totals		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

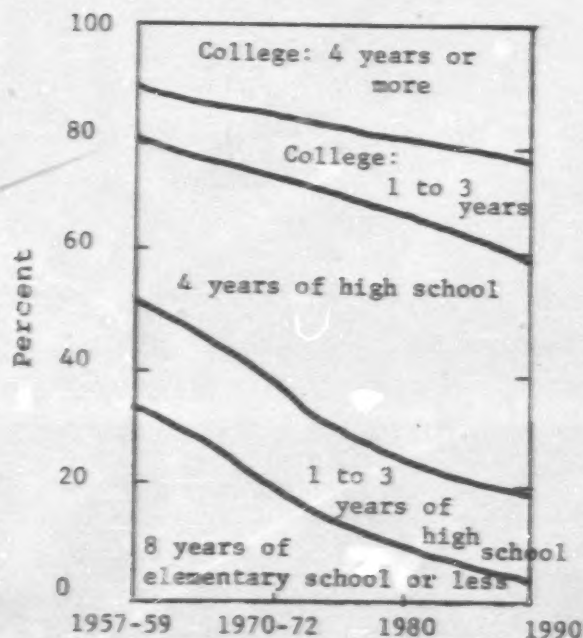
TABLE XXXIB
HIGHEST LEVEL OF EDUCATION OF HEAD OF HOUSEHOLD
BY CHOSEN INDIANA (STATE SUPPORTED) COLLEGE OR UNIVERSITY
(EXCLUDES IVTC)

67

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

The Highest Level of Education of the Head of My Household Is

	< High School	High School	Some Col.; No Degree	Col. Degree	Un-Known	Totals	
						%	#'s
n=	1,638	5,335	2,782	3,999	269	Σ 14,023	
BALL STATE							
Muncie Campus	11.7%	41.3%	18.5%	26.9%	1.6%	100%	2,191
INDIANA STATE UNIVERSITY							
Terre Haute Campus	13.2%	41.7%	20.3%	23.0%	1.8%	100%	1,128
Evansville Campus	14.7%	40.7%	22.3%	19.9%	2.4%	100%	292
I.S.U. Location Undecided	14.8%	46.3%	16.7%	18.5%	3.7%	100%	108
INDIANA UNIVERSITY							
Bloomington Campus	9.4%	32.1%	20.5%	36.0%	2.0%	100%	3,012
East Campus, Richmond	21.9%	40.6%	20.3%	17.2%	0	100%	64
Fort Wayne Campus	11.4%	37.6%	23.5%	25.8%	1.7%	100%	481
Indianapolis Campus (IUPUI)	10.9%	39.3%	23.7%	24.1%	2.0%	100%	503
Kokomo Campus	9.6%	51.2%	16.0%	20.8%	2.4%	100%	125
Northwest Campus, Gary	23.2%	41.7%	17.0%	15.2%	2.9%	100%	341
South Bend Campus	13.0%	46.0%	18.3%	19.8%	2.3%	100%	339
Southeast Campus, New Albany	18.2%	41.2%	18.9%	19.6%	2.1%	100%	285
I.U. Location Undecided	23.1%	36.6%	21.3%	15.4%	3.6%	100%	169
VINCENNES UNIVERSITY							
Vincennes Campus	17.1%	41.8%	18.6%	19.5%	3.0%	100%	596
Vincennes Univ. Loc. Undecided	19.4%	40.8%	18.4%	14.6%	6.8%	100%	103
PURDUE UNIVERSITY							
West Lafayette Campus	7.8%	35.2%	19.1%	36.7%	1.2%	100%	3,045
Calumet Campus, Hammond	14.9%	45.7%	22.0%	14.7%	2.7%	100%	550
Fort Wayne Campus	10.9%	38.5%	20.1%	28.9%	1.6%	100%	304
Indianapolis Campus (IUPUI)	16.8%	38.4%	16.8%	26.1%	1.9%	100%	161
North Central Campus, Westville	24.2%	40.0%	24.2%	11.6%	0	100%	95
Purdue Location Undecided	11.5%	38.9%	20.6%	25.2%	3.8%	100%	131
Totals	11.7%	38.1%	19.8%	28.5%	1.9%	100%	14,023



NATIONAL PICTURE
EDUCATION OF WORKERS
PROJECTIONS TO 1990

Educational attainment of the civilian labor force 25 years old and over, 1957-59 average, 1970-72 average, and projected 1980 and 1990

Source: Special Labor Force Report 160. U. S. Department of Labor, Bureau of Labor Statistics.

TABLE XXXIC
HIGHEST LEVEL OF EDUCATION OF HEAD OF HOUSEHOLD
BY CHOSEN IVTC REGION

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

The Highest Level of Education of the Head of My Household Is

	n=	< High School	High School	Some Col. No Degree	Col. Degree	Un- Known	Totals	
		293	576	171	137	46	%	#'s
INDIANA VOCATIONAL TECHNICAL COLLEGE							Σ 1,223	
Region 1								
Hammond-Gary-Michigan City Area		28.6%	38.8%	17.3%	11.2%	4.1%	100%	98
Region 2								
Elkhart-Mishawaka-South Bend Area		24.7%	50.7%	12.3%	11.1%	1.2%	100%	81
Region 3								
Fort Wayne-Huntington Area		20.7%	45.6%	12.1%	16.4%	5.2%	100%	116
Region 4								
Crawfordsville-Lafayette Area		20.0%	51.0%	14.0%	11.0%	4.0%	100%	100
Region 5								
Kokomo-Logansport-Peru-Wabash Area		17.7%	54.9%	16.1%	6.5%	4.8%	100%	62
Region 6								
Anderson-Marion-Muncie Area		29.8%	34.0%	19.1%	12.8%	4.3%	100%	47
Region 7								
Terre Haute Area		17.9%	48.8%	15.4%	14.5%	3.4%	100%	117
Region 8								
Indianapolis Area		21.9%	51.0%	14.0%	9.6%	3.5%	100%	228
Region 9								
Connersville-New Castle Richmond Area		40.0%	45.0%	5.0%	10.0%	0	100%	40
Region 10								
Bedford-Bloomington-Columbus-Greensburg Area		18.0%	55.7%	11.5%	11.5%	3.3%	100%	61
Region 11								
Aurora-Madison-North Vernon Area		--	--	--	--	--	--	--
Region 12								
Evansville-Jasper-Vincennes-Washington Area		21.3%	46.7%	14.7%	12.0%	5.3%	100%	75
Region 13								
Jeffersonville-New Albany Area		34.0%	37.7%	15.1%	9.4%	3.8%	100%	53
I.V.T.C. Location Undecided		30.3%	43.5%	13.1%	9.0%	4.1%	100%	145
Totals		24.0%	47.0%	14.0%	11.2%	3.8%	100%	1,223

TABLE XXXID
HIGHEST LEVEL OF EDUCATION OF HEAD OF HOUSEHOLD
BY PRIVATE COLLEGE OR UNIVERSITY IN INDIANA

If you plan to attend a college or university in Indiana indicate your preference by referring to List B and writing the code number in this blank

The Highest Level of Education of the Head of My Household Is

	< High School	High School	Some Col., No Degree	Col. Degree	Un- Known	Totals	
n=	534	1,480	726	1,082	64	%	#'s
PRIVATE COLLEGES AND UNIVERSITIES							
Anderson College, Anderson	11.9%	36.8%	22.9%	26.6%	1.8%	100%	109
Bethel College, Mishawaka	16.7%	40.5%	21.4%	19.0%	2.4%	100%	42
Butler Univ., Indianapolis	4.0%	34.0%	22.5%	38.0%	1.5%	100%	200
DePauw Univ., Greencastle	6.2%	24.3%	14.1%	53.1%	2.3%	100%	177
Earlham College, Richmond	4.1%	20.4%	24.5%	49.0%	2.0%	100%	49
Evansville, Univ. of, Evansville	12.1%	42.2%	19.0%	25.4%	1.3%	100%	390
Ft. Wayne Bible Col., Ft. Wayne	20.0%	42.8%	20.0%	14.3%	2.9%	100%	35
Franklin Col., Franklin	15.5%	39.6%	22.4%	21.6%	.9%	100%	116
Goshen College, Goshen	23.2%	25.0%	16.1%	35.7%	0	100%	56
Grace Theol. Sem. & College, Winona Lake	17.1%	34.3%	28.6%	17.1%	2.9%	100%	35
Hanover Col., Hanover	11.5%	25.0%	24.0%	38.5%	1.0%	100%	96
Huntington Col., Huntington	10.3%	42.6%	20.6%	25.0%	1.5%	100%	68
Indiana Central Col., Indpls.	14.3%	41.2%	19.6%	23.7%	1.2%	100%	245
Indiana College of Business & Technology, Indianapolis	29.4%	43.2%	11.7%	14.7%	1.0%	100%	197
Indiana Institute of Technology, Ft. Wayne	14.9%	46.8%	27.7%	8.5%	2.1%	100%	47
Manchester Col., N. Manchester	13.7%	45.8%	11.4%	28.0%	1.1%	100%	175
Marian Col., Indianapolis	10.1%	45.1%	15.9%	24.6%	4.3%	100%	69
Marion College, Marion	23.5%	37.3%	13.7%	25.5%	0	100%	51
Northwood Inst., W. Baden	28.1%	31.3%	21.9%	15.6%	3.1%	100%	32
Notre Dame, Univ. of, S. Bend	6.9%	26.0%	15.4%	49.7%	2.0%	100%	246
Oakland City Col., Oakland City	25.0%	45.8%	14.6%	12.5%	2.1%	100%	96
Rose Hulman Institute of Technology, Terre Haute	16.1%	36.7%	19.9%	26.7%	.6%	100%	161
St. Francis Col., Ft. Wayne	22.8%	38.5%	24.6%	12.3%	1.8%	100%	57
St. Joseph's Col., Rensselaer	9.9%	29.6%	27.2%	28.4%	4.9%	100%	81
St. Joseph's Calumet College, East Chicago	26.3%	36.9%	26.3%	9.2%	1.3%	100%	76
St. Mary's Col., South Bend	2.2%	17.4%	19.6%	58.6%	2.2%	100%	46
Taylor University, Upland	7.0%	33.3%	24.6%	33.3%	1.8%	100%	114
Tri-State College, Angola	12.4%	46.9%	20.3%	18.6%	1.8%	100%	113
Valparaiso Univ., Valparaiso	10.1%	33.5%	21.2%	34.1%	1.1%	100%	179
Wabash Col., Crawfordsville	8.5%	26.9%	13.8%	50.8%	0	100%	130
Other College	18.1%	53.7%	15.6%	10.1%	2.5%	100%	398
Totals	13.7%	38.2%	18.7%	27.8%	1.6%	100%	3,886

HIGHLIGHTS: PART III, INTERRELATIONSHIPS BETWEEN HEAD OF HOUSEHOLD AND SEX, HIGH SCHOOL CONCENTRATION, PLANS AFTER GRADUATION, EMPLOYMENT, LOCALE PREFERENCE, DEFINITIVENESS OF PLANS, POPULATION OF HOME TOWN, HIGHEST LEVEL OF EDUCATION ATTAINED BY HEAD OF HOUSEHOLD, AND REASONS WHY SOME SENIORS DO NOT PLAN TO CONTINUE THEIR FORMAL EDUCATION IMMEDIATELY AFTER GRADUATION (See Tables XXXII A thru D)

SEX

Nearly 87% of the male seniors reported that their Father was the head of household, 10% said Mother and 3% Other. This distribution was different than for female seniors where 83.3% reported Father as the head of household, 12% Mother and 4.7% Other.

HIGH SCHOOL PROGRAM

Where the Father was head of household, there was a tendency for proportionately more seniors to report they were in a College Prep type program (this is consistent with other data). Father head of household--senior in a College Prep type program was the most frequently occurring response. Wherever Mother or Other were identified as the household head, proportionately more seniors were enrolled in Business, Vocational, General, or Other programs.

IMMEDIATE PLANS AFTER GRADUATION

Seniors reporting Father as head of household were slightly more inclined to plan full-time education after graduation than were those whose Mother was head; relatively less of those seniors who reported Other as head planned to continue their education full time. This rank order of precedence was reversed (i.e. first came Other, then Mother, last Father) for seniors planning immediate employment, military service, marriage, and other. Marriage, with no further education, or further education later, was planned by proportionately many more seniors whose head of household was neither Father or Mother. The most frequently occurring response was Father as head of household and seniors planned to continue education full time.

HOPED FOR PLACE OF EMPLOYMENT

Although there were no impressive differences as to where seniors hoped to work by head of household, there appeared to be a slight tendency for proportionately more seniors whose head of household was Other to prefer employment in their home city or county. The first choice of seniors from homes where the Father or Mother was head of household was no preference in employment locale, the second most frequent choice was preference of employment in their home city or county. The most frequently occurring response was Father head of household and seniors having no preference in employment locale.

HOW DEFINITE PLANS ARE

No impressive differences pertain. The most frequently occurring response was Father head of household and seniors having "Almost definite" plans for a vocation or profession.

POPULATION OF HOME TOWN

As a general rule, the smaller the senior's home town or city, the more likely it was that a Father was the head of household; the larger the population of the home city, the higher proportion of seniors reported Mother to be head of household. Seniors who reported "Other" as head of household were less likely to know what the population of their home town was: where Fathers were head of household seniors were more apt to know the population of their home town. The most frequently occurring response was Father as head of household and population of home town between 5,000 and 25,000.

HIGHEST LEVEL OF EDUCATION

Father heads of household generally had attained higher levels of education than had Mothers (e.g. over 50% more fathers had achieved a four year college or university degree). Seniors were far less likely to know what the highest level of education was if the head of their household was someone other than their Father or Mother. The most frequently occurring response was Father head of household and a high school graduate.

SENIORS NOT PLANNING TO CONTINUE THEIR EDUCATION

(This question was answered only by those seniors who did not plan to enroll in a formal educational or training program upon graduation from high school.) Seniors whose head of household was Mother or Other, were more likely to identify "Not enough money" as the main reason for not continuing their education than were seniors whose Fathers were head. Also, seniors whose head of household was Mother or Other were more prone to say they were not continuing their education than were seniors whose Fathers were head. Seniors having Other head of household were much more apt to say they were not continuing their education because they "planned to marry" than were other seniors. Plans to look for a job after graduation were more readily reported by seniors whose head of household was Father or Mother rather than Other. The most frequently occurring response was Father head of household and senior planning to look for a job.

TABLE XXXIIA
RELATIONSHIPS OF SENIOR'S HEAD OF HOUSEHOLD
TO SEX, HIGH SCHOOL CONCENTRATION (TYPE PROGRAM), IMMEDIATE PLANS
AFTER GRADUATION, AND HOPED-FOR EMPLOYMENT LOCALE

Distribution by Population--i.e. Linear
 (For Distribution Across Population--i.e. Columnar, See Facing Page.)

		The head of my household is			Total Number of Respondents	
		Father	Mother	Other	%	#
n=		41,420	5,369	1,859	Σ	48,648
<u>I am</u>						
Male		86.9%	10.1%	3.0%	100%	24,666
Female		83.3%	12.0%	4.7%	100%	23,982
n=		39,912	5,163	1,796	Σ	46,871
<u>My high school concentration is</u>						
College Preparatory		89.4%	8.7%	1.9%	100%	17,281
Business Education		83.0%	12.3%	4.7%	100%	9,541
Vocational Education		85.2%	11.2%	3.6%	100%	6,865
General Education		81.8%	12.8%	5.4%	100%	9,176
Other		79.7%	13.4%	6.9%	100%	4,008
n=		40,885	5,252	1,802	Σ	47,939
<u>Within six months after I graduate, I plan to</u>						
(Check only one)						
Work at a full-time job, no further education planned at this time		84.7%	11.0%	4.3%	100%	9,310
Work at a full-time job first, then further my education		83.7%	12.6%	3.7%	100%	7,105
Continue my education full-time		88.9%	9.4%	1.7%	100%	15,063
Go to school part-time, work part-time		85.4%	11.7%	3.0%	100%	6,537
Go into military service		80.3%	14.6%	5.2%	100%	2,137
Get married, no further education planned at this time		78.7%	11.6%	9.7%	100%	1,668
Get married first, then further my education		80.5%	13.8%	5.7%	100%	996
I don't know		85.2%	9.9%	4.8%	100%	3,428
Other		78.0%	10.7%	11.3%	100%	1,695
n=		40,906	5,291	1,810	Σ	48,007
<u>I hope to be employed</u>						
In my city or county		85.0%	10.8%	4.2%	100%	15,532
Elsewhere in Indiana		85.9%	10.6%	3.5%	100%	5,178
Outside of Indiana		83.7%	12.8%	3.5%	100%	9,851
No preference		86.1%	10.3%	3.6%	100%	17,446

TABLE XXXIIB
RELATIONSHIPS OF SENIOR'S HEAD OF HOUSEHOLD
TO SEX, HIGH SCHOOL CONCENTRATION (TYPE PROGRAM), IMMEDIATE PLANS
AFTER GRADUATION, AND HOPED-FOR EMPLOYMENT LOCALE

Distribution Across Populations--i.e. Columnar
 (For Distribution By Population--i.e. Linear, See Facing Page.)

		The head of my household is			Total Number of Respondents
	n=	Father	Mother	Other	
<u>I am</u>					
Male		51.7%	46.5%	39.8%	24,666
Female		48.3%	53.5%	60.2%	23,982
		100.0%	100.0%	100.0%	48,648
	n=	41,420	5,369	1,859	Σ 48,648
<u>My high school concentration is</u>					
College Preparatory		38.6%	29.2%	18.7%	17,281
Business Education		19.9%	22.7%	24.7%	9,541
Vocational Education		14.7%	14.9%	13.9%	6,865
General Education		18.8%	22.8%	27.3%	9,176
Other		8.0%	10.4%	15.4%	4,008
		100.0%	100.0%	100.0%	46,871
	n=	39,912	5,163	1,796	Σ 46,871
<u>Within six months after I graduate, I plan to</u> (Check only one)					
Work at a full-time job, no further education planned at this time		19.3%	19.4%	22.3%	9,310
Work at a full-time job first, then further my education		14.6%	17.1%	14.4%	7,105
Continue my education full-time		32.7%	26.8%	14.4%	15,063
Go to school part-time, work part-time		13.7%	14.5%	10.7%	6,537
Go into military service		4.2%	5.9%	6.2%	2,137
Get married, no further education planned at this time		3.2%	3.7%	9.0%	1,668
Get married first, then further my education		2.0%	2.6%	3.2%	996
I don't know		7.1%	6.5%	9.2%	3,428
Other		3.2%	3.5%	10.6%	1,695
		100.0%	100.0%	100.0%	47,939
	n=	40,885	5,252	1,802	Σ 47,939
<u>I hope to be employed</u>					
In my city or county		32.2%	31.8%	36.3%	15,532
Elsewhere in Indiana		10.9%	10.4%	9.9%	5,178
Outside of Indiana		20.2%	23.8%	19.0%	9,851
No preference		36.7%	34.0%	34.8%	17,446
		100.0%	100.0%	100.0%	Σ 40,906
	n=	40,906	5,291	1,810	Σ 48,007

TABLE XXXIIC

RELATIONSHIPS OF SENIOR'S HEAD OF HOUSEHOLD TO
HOW DEFINITE PLANS ARE FOR A VOCATION OR PROFESSION, POPULATION OF
HOME TOWN, HIGHEST LEVEL OF EDUCATION OF HEAD OF HOUSEHOLD,
AND REASONS GIVEN BY SOME SENIORS FOR "NOT" CONTINUING THEIR EDUCATION

Distribution by Populations--i.e. Linear

(For Distribution Across Populations--i.e. Columnar, See Facing Page.)

The head of my household is				Total Number of Respondents	
	Father	Mother	Other		
n=	41,407	5,349	1,861	Σ 48,617	
<u>My present plans for a vocation or profession are</u>					
Definite	84.3%	11.2%	4.5%	100%	10,703
Almost definite	85.7%	10.9%	3.4%	100%	21,861
Indefinite	85.1%	10.9%	4.0%	100%	16,053
n=	40,888	5,283	1,847	Σ 48,018	
<u>Population of home town</u>					
Rural--less than 1000	88.6%	7.6%	3.8%	100%	8,199
Between 1000 and 5000	86.0%	9.7%	4.3%	100%	7,408
Between 5000 and 25,000	86.0%	10.2%	3.8%	100%	12,978
Between 25,000 and 50,000	83.1%	13.1%	3.8%	100%	6,086
Between 50,000 or higher	83.6%	13.2%	3.2%	100%	11,217
Unknown	78.1%	15.7%	6.2%	100%	2,130
n=	41,489	5,374	1,850	Σ 48,713	
<u>Highest level of education of head of household is</u>					
Less than high school graduate	84.1%	11.9%	4.0%	100%	9,767
High school graduate	83.5%	12.4%	4.1%	100%	20,743
Some college, but no degree	86.6%	10.1%	3.3%	100%	7,553
College or University graduate	89.9%	7.7%	2.4%	100%	9,028
Unknown	79.4%	12.0%	8.6%	100%	1,622
n=	11,750	1,630	841	Σ 14,221	
<u>I do not plan to enroll in a formal Educational Program after graduation because*</u>					
I plan to look for a job	84.4%	11.0%	4.6%	100%	3,543
I already have a job arranged	85.7%	9.4%	4.9%	100%	2,510
I plan to get married	76.7%	12.6%	10.7%	100%	1,836
I am not interested at this time	83.9%	10.3%	5.8%	100%	1,953
I am going into military service	81.1%	13.8%	5.1%	100%	1,030
I am undecided what to do	84.0%	11.3%	4.7%	100%	2,121
My grades are low	78.2%	15.9%	5.9%	100%	421
There's no local school that I want	81.4%	8.6%	10.0%	100%	70
I don't have enough money	75.6%	16.3%	8.1%	100%	737

*This question was designed to be answered only by those seniors who did not plan to continue their education or formal training after graduation.

TABLE XXXIID
RELATIONSHIPS OF SENIOR'S HEAD OF HOUSEHOLD TO
HOW DEFINITE PLANS ARE FOR A VOCATION OR PROFESSION, POPULATION OF
HOME TOWN, HIGHEST LEVEL OF EDUCATION OF HEAD OF HOUSEHOLD,
AND REASONS GIVEN BY SOME SENIORS FOR "NOT" CONTINUING THEIR EDUCATION

Distribution Across Populations--i.e. Columnar
 (For Distribution by Population--i.e. Linear, See Facing Page.)

	The head of my household is			Total Number of Respondents
	Father	Mother	Other	
n=	41,407	5,349	1,861	Σ 48,617
<u>My present plans for a vocation or profession are</u>				
Definite	21.8%	22.5%	25.9%	10,703
Almost definite	45.2%	44.7%	39.8%	21,861
Indefinite	33.0%	32.8%	34.3%	16,053
	100.0%	100.0%	100.0%	48,617
n=	40,888	5,283	1,847	Σ 48,018
<u>Population of home town</u>				
Rural--less than 1000	17.8%	11.8%	16.7%	8,199
Between 1000 and 5000	15.6%	13.7%	17.4%	7,408
Between 5000 and 25,000	27.2%	25.0%	27.1%	12,978
Between 25,000 and 50,000	12.4%	15.1%	12.5%	6,086
Between 50,000 or higher	22.9%	28.1%	19.2%	11,217
Unknown	4.1%	6.3%	7.1%	2,130
	100.0%	100.0%	100.0%	48,018
n=	41,489	5,374	1,850	Σ 48,713
<u>Highest level of education of head of household is</u>				
Less than high school graduate	19.8%	21.5%	20.9%	9,767
High school graduate	41.7%	47.8%	46.4%	20,743
Some college, but no degree	15.8%	14.2%	13.5%	7,553
College or University graduate	19.6%	12.9%	11.7%	9,028
Unknown	3.1%	3.6%	7.5%	2,622
	100.0%	100.0%	100.0%	48,713
n=	11,750	1,630	841	Σ 14,221
<u>I do not plan to enroll in a formal Educational Program after graduation because*</u>				
I plan to look for a job	25.5%	23.8%	19.5%	3,543
I already have a job arranged	18.3%	14.4%	14.7%	2,510
I plan to get married	12.0%	14.2%	23.4%	1,836
I am not interested at this time	13.9%	12.3%	13.4%	1,953
I am going into military service	7.1%	8.7%	6.3%	1,030
I am undecided what to do	15.2%	14.7%	11.8%	2,121
My grades are low	2.8%	4.1%	3.0%	421
There's no local school that I want	.5%	.4%	.8%	70
I don't have enough money	4.7%	7.4%	7.1%	737
	100.0%	100.0%	100.0%	Σ 14,221

*This question was designed to be answered only by those seniors who did not plan to continue their education or formal training after graduation.

BIBLIOGRAPHY

School of Technology, SCC-A
Purdue University
West Lafayette, IN 47907

Office of Manpower Studies
Director
Professor J. P. Lisack

- | MANPOWER REPORT NUMBER | TITLE AND DESCRIPTION |
|------------------------|--|
| 65-3 | - <u>Technician-Level Educational Planning for the Chemical Technology in Indiana, 20 Oct., 1965.</u> Examines industries related to the Chemical Technology. Presents scientists, engineers and technicians as a percent of total employment in major industries. Explains methods of computing technician requirements by industry and locale. Includes occupational titles and sample chemical technician occupations. |
| 66-1 | - <u>Technician-Level Educational Planning in the Greater Lafayette, Indiana Area, Concerning the Electrical/Electronic Technology, January, 1966.</u> Determines numbers of technicians needed annually in industries employment electrical/electronics type technicians. Examines ten year trends in local employment and projects requirements into future. Discusses occupations concerned, orientation of educational programs, curricula, and collateral items. |
| 66-3 | - <u>Occupations, Qualifications, and Areas of Work in Architectural, Construction and Related Fields for Jobs Above the Skilled Craftsman Level, 10 March, 1966.</u> (Out of print) |
| 66-4 | - <u>Foundry Technicians and the Foundry Industry in Indiana, 30 March, 1966.</u> Examines the foundry industry, manpower requirements, and the kind of educational program needed - for foundry technicians. National manpower factors are corroborated in a survey of 125 Indiana foundries: survey respondents' opinions of educational needs (by subjects and courses) are included. |
| 66-7 | - <u>Selected Technical Education Needs in Howard County, Indiana, "The Kokomo Study," 1 August, 1966.</u> Examines manpower, industry and economic factors to identify kinds and levels of post-high school technical educational programs that may be needed. Presents results of survey wherein the needs for these identified programs are verified. Describes methods and instruments used. |
| 66-9 | - <u>Region One Manpower Study, (N.W. Sector of Indiana) 18 October, 1966.</u> This report is a projection - ten years into the future - for seven counties. It includes estimated changes in employment by industry and changes within occupational groups. Has special notes on needs for initial and continuing education, and on rising hiring standards. |
| 66-10 | - <u>Manpower and Training Needs in Fluid Power, 30 November, 1966.</u> Contains (1) Specific manpower requirements at five occupational levels in fluid power technology - with factors applicable to various major industry groups; (2) Types of educational courses needed; (3) The depth of understandings required at each occupational level in fluid power courses, and supporting technical and other courses; (4) Comments of representatives from industries. Includes methods and questionnaire used. |
| 67-1 | - (also 67-3 and 67-4) - <u>Manpower Requirements for Industrial Illustrators and Draftsmen, (thru August, 1967).</u> A series of reports for metropolitan areas indicated, containing: (1) Background data re needs, employment, and salaries of technicians and draftsmen; (2) Occupational descriptions, qualifications, education and training for draftsmen and for industrial illustrators; (3) Results of surveys to determine current and future needs and training program information; (4) Discussion of the impact of |

67-1 (continued)

future technological changes on the drafting processes - and their effects on draftsmen qualifications. The hypothesis is made - and proven - that greater work complexity and advances in technology affecting the drafting processes, have made the utilization of Tracers less profitable; Job entry level is moving to the higher level of Detailer having better educational preparation. (67-1 concerns Indianapolis, 67-3 is for the Calumet Region, and 67-4 is for Fort Wayne.)

67-2 - (also 67-5, 67-6 and 68-1) Computer and Electronic Data Processing Manpower Requirements, (thru March, 1968). Reports results of research and surveys for selected metropolitan areas concerning: (1) Background info re computers; (2) Job descriptions and qualifications of 23 computer and EDP occupations; (3) Numbers of people employed, current job vacancies and projected requirements; (4) Types of equipments and nature of computer applied functions; (5) Training and educational programs; and (6) Ratios of computer jobs to total employment and job categories. (67-2 concerns Indianapolis, 67-5 is for Calumet, 67-6 for Fort Wayne, and 68-1 for Kokomo.)

67-7 - Requirements for Personnel Staff Members and Supervisors, 28 December, 1967. Report contains factors - or ratios - of personnel staff members of total employees by type of industry group. The past, present, and projected ratios and trends are developed for first-line supervisors (viz. foremen):

- e.g., In 1952, there were 29 employees under each supervisor.
- In the early 60's there were 20 employees per supervisor.
- In 1967, there may be only 15 employees per supervisor.
- By 1972, there may be only 15 employees per supervisor.

The annual recurring losses, growth factors, and educational ramifications are described. Factors are applied to industries in the Northeast Region of Indiana.

68-2 - Indiana's Need for Assistants in Veterinary Medical Practice, 15 May, 1968. Study points out the needs for, identification of, description, education and control of auxiliaries (supportive personnel) to the professional veterinarian. Results of a survey of all practicing veterinarians in Indiana are presented. Report includes: (1) Titles, descriptions, duties and qualifications of animal technicians, small animal hospital attendants, livestock health attendants, and others; (2) The numbers of these auxiliaries now employed, current job vacancies, and future requirements; (3) Salary and training matters; (4) The need for licensure or registration, and methods to be used; (5) Comments of veterinarians; and (6) Related Conclusions and Recommendations.

68-3 - Study of Computer Use in Medium-sized Manufacturing Firms, 1 August, 1968. This study examines the utilization of computers by medium-sized manufacturing firms engaged in the fabrication of non-durable materials or light weight durable materials. Sampling techniques were used to acquire data from companies throughout the U.S. and a five-state midwest region by mail, plus a telephone interview with a special sample of midwest companies. The study includes: usage of EDP equipment, utilization by functional areas, estimated efficiency and dollar return on computer investment manpower requirements and training and salary matters, major problem areas encountered and summaries of the survey findings. A review of pertinent literature is also reported in the study.

68-4 - A Proposed Land Surveyor Baccalaureate Program and the Need for Land Surveyors in Indiana, 15 September, 1968. The purpose of this study is to provide data and recommendations concerning land surveyors in Indiana. This report contains the types of surveying services performed, present employment, job vacancies, and the projected requirements for land surveyors. Data was acquired through questionnaires sent to all County Surveyors, the State Highway Commission and other government offices, to private practice surveying firms and to select firms in industry. The study

68-4 (continued)

establishes that substantial present and projected needs exist for land surveyors, and provides data and information useful for related curriculum development.

A proposed baccalaureate curriculum designed for professional land surveyors is included. Survey respondents indicated a favorable attitude towards the proposed program, gave some constructive suggestions, and indicated they were desirous of hiring graduates at reasonable salaries. The requirements for State Registration of professional land surveyors are also discussed.

69-1 - Manpower Requirements for Pollution Control and Water Resources in Indiana and a Related Pollution Control Technology Curriculum, 24 Feb., 1969. Indiana is no different than most States in the need to cope with mounting problems in air and water pollution control, liquid and solid waste disposal, water resources and allied fields. At the core of many of these problems is the lack of engineers, professionals in physical and life sciences, technicians and operators: this study identifies these occupations and presents current employment, job vacancies, and projected requirements. Manpower data is obtained through an extensive survey of manufacturing industries, water and wastewater plants, government and educational agencies. The hypothesis is made and supported by data that a single curriculum of selected technical courses is common to a variety of related technician-level occupations. A proposed two-year associate degree program for pollution control technology and survey respondents' reactions to the curriculum, their willingness to hire graduates, and estimated salary information are included. Related matters of the examination, certification or registration of operators and technicians are discussed.

69-2 - Air Traffic Control and Flight Service Specialists in Indiana, 23 June, 1969.

Describes duties and functions of these specialists, working conditions, and current and projected requirements. Discusses need for providing a sufficiently broad educational base to assure continuing job proficiency and professionalism, ability to apply latest technological developments, and to advance or move successfully into other related occupations. Provides recommendations for educational program development.

69-3 - The Case for Library Technical Assistants and Library Clerks in Indiana, 18 September, 1969.

The purposes of this study were to identify the roles of these supportive personnel (as approved by the American Library Association), to determine their acceptance by practicing professional librarians, and to ascertain the present and projected needs in the School, public, college/university, and special libraries in Indiana. Study includes estimated monthly salaries, certification matters, courses needed in training programs, and related views of librarians. Data were obtained from extensive surveys; study was conducted under auspices of a professional library advisory committee.

70-1 - 75,000 High School Seniors: Their Educational and Vocational Plans. Results of a Survey of Indiana's High School Senior Class of 1969. 30 April, 1970. This study presents the results from questionnaires returned by more than 46,500 seniors who reported their plans after graduation from high school. Included are the type of high school programs they were enrolled in and their grade average, the size of the communities they live in, the occupation and educational level of the head of the household, and the vocation or profession they hope to enter. Also shown are their plans for school or employment immediately after graduation, when they made their choices and who influenced them most. Comparisons of selected variables and interrelationships (such as grade average vs. educational or employment plans) are included. Highlights are shown.

70-2 - Foremen in Indiana Industries, Their Characteristics, Work Functions and Training Requirements, 30 October, 1970. The purposes of this study are to identify some key characteristics concerning foremen which include:

- Their years of experience as foremen, their age and educational level;
- Their current areas of work and the most important functions of their job;
- The subject areas where they need additional knowledge (training);
- The subject areas they believe are essential in the training of new foremen;
- What kinds of courses they would participate in, how much time they would be willing to spend, and what portion of costs they would be willing to pay.

The study also verifies ratio of workers to foremen, as well as identifies types of foremen training programs now being used - and new programs needed - as reported by Indiana firms. The willingness of firms to participate in planning and sharing costs for specific types of foremen training programs are presented. The basis for a unique, flexible two year associate degree program for professional foremen is developed in this study. The program recognizes the different requirements of various firms and foremen and provides for joint planning and mutual responsibilities.

Data were acquired thru an extensive State-wide survey with questionnaire answers and suggestions from more than 4,000 individual foremen and 325 firms of various sizes in all types of industries. This study was conducted with the assistance of the Indiana Manufacturers Association, the American Society of Foremen and members of an Advisory committee made up of representative foremen and managers in industry and educators.

71-1 - Trends in Indiana High School Seniors' Education and Vocational Plans; Comparisons of the Classes of 1966 and 1969, 28 February, 1971. There have been two attempts in the recent past to acquire detailed information about the characteristics and plans of high school seniors. One of these is reported on the preceding page as Manpower Report 70-1, 75,000 High School Seniors... which surveyed the Class of 1966. This manpower report (71-1) compares these classes and among other findings reports that: Most seniors in both classes were enrolled in College Prep. or General Educ. type programs; 6% were A average students, about 35% were B, 48% were C, 4% were D, others reported "unknown"; most of these students planned to continue their education or enter a training program; fewer in the '69 Class planned to enter the military (growing unpopularity with the Viet Nam War perhaps?); more of the '69 Class planned occupations in Health and other human services--fewer in Engineering and skilled manufacturing trades; more planned to work full or part-time (effects of depressed economy being reflected perhaps?) and others. Highlights are presented throughout the report.

71-2 - Veterinary Medical Manpower Trends in Indiana, With Some National Comparisons, 15 July, 1971. This manpower report records the numbers and trends of veterinarians for over a century of time in the United States as a whole and in Indiana. The ratios of dogs & cats, and of horses to people are compiled: the numbers and the ratios of veterinarians to the U. S. population (human), to dogs & cats, and to livestock (horses & mules, cattle and hogs) are also calculated and charted. The study data indicate that the veterinarian's skills are increasingly used in ways more directly associated with human health. Comparisons are made of the National data and trends with those of Indiana. Sources of information are carefully documented.

Also shown for Indiana are the early colleges of veterinary medicine (circa 1890-1920), the distribution of veterinarians by area (type) of practice, and information about the School of Veterinary Science and Medicine at Purdue and its graduates. Registration is discussed and projections are made. The highlights of the report are presented in convenient form at the end of the report.

71-3 - Computer and Electronic Data Processing Manpower and Educational Requirements in Indiana, 21 September 1971. This report was designed to provide detailed information concerning manpower and educational needs for computer and electronic data processing (EDP) related occupations in Indiana, as well as data concerning related hardware and software. The seven specific purposes of this report were to: (1) Identify the types of computers, EDP and peripheral equipments, and the operating systems being used by Indiana business and industrial firms, government and educational institutions and hospitals. (2) Ascertain the present (and projected) principle functions performed (utilization) of these computers and equipments, as well as identify the kinds and trends and changing importance of various computer languages and software. (3) Determine the present and projected manpower situation (quantitative, experience and educational level requirements) for computer and EDP managers and supervisors, analysts, programmers, operators and records. (4) Obtain opinions as to the levels of understanding needed in specific subject areas, for the occupations listed in (3) above. (5) Determine the relative rank order in importance of curriculum objectives for the two-year Associate in Applied Science and the Bachelor of Science Degree programs in Computer Technology. (6) Present the National employment outlook for these occupations. (7) Formulate conclusions and develop recommendations based on the data and materials in the study.

The information is presented to help improve the presently on-going computer technology educational programs at the associate degree and baccalaureate levels. This report should also be useful for planning the training of computer operating and clerical personnel at lower educational levels, as well as for counseling purposes and other applications.

72-1 - Requirements in Indiana for Physical & Life Science Technicians, 20 Jan. 1972.

"Do you concur that an associate degree in physical/life science is a good idea?"

"Would your firm hire associate degree graduates from a ___Biology option, ___Chemistry Option, ___Geosciences Option, ___Physics Option?" "If so, about how many in the next three years?" The conditions of hiring were also asked.

These questions and others were included in a mailed survey to applicable industry firms and government offices throughout Indiana. Descriptions of applied science technicians and their functions were included as well as outlines of proposed curricula. Respondents were asked for recommendations. Results of the survey, with occupational descriptions and national requirements and related materials are included.

72-2 - Marketing Technology, The Need for an Associate Degree Program in Indiana, With Emphasis on Sales and Distribution, 15 June 1972. This report presents data from an extensive survey of nearly 1,700 selected Indiana establishments concerning:

1. The need for and the nature of an associate degree program in marketing tech.
2. The related qualitative and quantitative manpower requirements.
3. The possible salaries of graduates, and the willingness of potential employers to co-op students.

72-3 - Child Day Care in Indiana, Manpower and Training Requirements, 31 July 1972.

Results of a survey of nearly 1,500 child-care centers and homes are reported. Child-care specialist occupational levels, manpower and training program needs, and a proposed associate degree are included. Selected materials and data for the Nation, gathered from pertinent literature are reported. Discussions, conclusions and recommendations are presented in the final chapter.

73-1 - Changing Trends in the Plans of High School Seniors. Comparisons in the Educational, Employment and Occupational Plans of the Seniors in Indiana High School Classes of 1966, 1969 and 1972. 1 February 1973. The report is based on data from three comprehensive surveys of about 50,000 seniors in each of the above classes. Materials are presented in 5 sections: 1) Characteristics of High School Seniors, 2) Characteristics of the Head of Household, 3) Seniors' Vocational, Educational, and Employment Plans, 4) Why Some Seniors Do Not Plan to Further Their Education Upon Graduation, 5) Selected Interrelationships of Seniors, Head of Household & Selected Socio-economic characteristics.

73-2 - A Report of the Population and Characteristics of High School Seniors in Indiana's Economic Region No. IV, With State Comparisons. 15 March 1973. Data result from survey of seniors' employment, educational and vocational/professional plans. Report is designed to facilitate planning of higher educational programs in this Region (Tippecanoe and seven contiguous counties).

73-3 - Same as 73-2 above, except for Indiana's Economic Region No. V (The Kokomo Region) dated 5 April 1973.

73-4 - Animal Technicians in Indiana -- Registration, Needs, and Training, 10 August, 1973.

A law was passed recently in Indiana establishing the occupation of Animal Technician, Registered. Provisions were made for examination and registration by the Indiana State Board of Veterinary Medical Examiners. This law was a result, at least in part, of an earlier survey of all Indiana veterinarians. In order to up-date the earlier survey results and plan further implementing actions, every veterinarian in Indiana again was asked for his opinion concerning the need for, training and utilization of these technicians. Among other things, a majority of the respondents were in favor of training these technicians in a proposed two year associate degree program in a School of Veterinary Science and Medicine, and job prospects of graduates were confirmed as being favorable at competitive salary levels. Results of the survey are reported in detail; the report includes a copy of the referenced Indiana Act, the questionnaire used, and related materials.

73-5 - Occupational Choices of High School Sophomores and Juniors -- Compared With Seniors, Results of Surveys in Economic Region IV of Indiana, 20 August, 1973.

A comprehensive survey of high school sophomores and juniors, and another survey of seniors in Economic Region IV of Indiana, were conducted to ascertain their preferred career and occupational choices. More than 7,000 questionnaire returns were received from the underclassmen, and nearly 2,800 seniors participated in these surveys.

Although many sophomores and juniors' career plans appear to be realistic, there are proportionately large numbers of the younger high school students who selected the more "glamorous", exciting and highly competitive occupations which require relatively few people. The data also show there were proportionately fewer seniors who identified these careers as their first choice. On the other hand, proportionately more seniors than underclassmen chose a number of more reasonable (attainable) occupations having good job market prospects and career potential.

Comparisons indicate that a significant career planning adjustment occurs for many high school students during their senior year, when they must face facts and make actual commitments.

74-1 - Employment Opportunity Projections: Occupational Outlook to 1985. 28 June 1974.

A 65 page report showing the numbers of people currently employed, and the growth or changes projected for the next decade. Potential job opportunities, resulting from a comparison of supply and demand are also indicated. Brief descriptions and qualifications are given for occupations requiring some post-high school training or education. Occupations are arranged into 13 career cluster groups based on the concept of related activities. Data are extracted from the latest U. S. Department of Labor's Occupational Handbook and are briefed down and simplified to facilitate counseling, students' career planning and preliminary determination of requirements for training programs.

74-2 - Fire Fighters in Indiana; Their Standards, Training, and Certification. 15 July 1974. (Two Volumes)

Volume I presents the results of a survey and reactions of more than 20,000 paid and volunteer fire fighters throughout Indiana to a proposed system of standards, training, and certification. Data are broken down between these two main groups and comparisons are made. Also included in this volume is a Proposed State System based on the survey results and study of related materials. Excerpts of pertinent Federal laws are included to facilitate planning and acquisition of resources.

Volume II shows the survey returns separately for each county in Indiana to facilitate detailed, local planning.

74-3 - Manpower Requirements for a Mechanical Engineering Technology (MET) Program in Kokomo, Indiana Area. 15 November 1974.

The purpose of this study is to acquire, analyze and report selected manpower data as considerations to ascertain the needs for a two year associate degree MET Program in this nine county area. Data presented include population, potential students, work force, and needs for technicians. The technician requirements are validated through use of two techniques: (1) Computation of requirements by application of appropriate manpower factors, and (2) Results of a mail-out type survey.

75-1 - Educational and Employment Plans and Occupational Choices of Indiana High School Seniors; Results of a Survey of the Class of '75. 1 July 1975.

More than 50,000 seniors participated in the survey. Data provide answers to questions such as: (1) What are the career choices of seniors? (2) What are their plans for immediate employment - or continuation of training or education after graduation? (3) Why did they make these choices? (4) Who helped them most - and what sources of information were most helpful? Pertinent information about their characteristics is reported, such as grade average, course concentration (program "major"), sex, race, etc. Selected characteristics data about their heads of household are also presented. Sample copy of survey package used is included.

75-2 - Manpower Requirements and Related Needs for Technology Type Programs in Region II. (The South Bend-Mishawaka-Elkhart Area). 5 December 1975.

This study was conducted under the guidance of a special community advisory committee. It addresses the problem of whether or not selected Purdue University Technology type courses and programs are needed in Region 2. The programs under consideration, which were identified by the Advisory Committee include: Electrical Engineering Technology, Mechanical Engineering Technology, Chemical Technology, Metallurgical Technology and Professional Supervision Technology. Each of these programs and their specialized courses are described herein.

Materials and data concerning population, work force, technician employment and requirements and potential student interest are also presented. Finally, based on an analysis of the materials and data, some recommendations are developed for consideration by the Advisory Committee.

NOTE: Copies of these reports are available for \$2.50 per copy (Indiana government and educational offices exempted). Please make check payable to Purdue University.

ORDER BLANK

TO: Dr. J. P. Lisack, Director
Office of Manpower Studies, SCC-A
Purdue University
W. Lafayette, IN 47907

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APPENDIX I

SAMPLE COPY OF SURVEY PACKAGE (On following pages)

Made up of two major parts:

PART I Printed on yellow paper; retained
by each senior. Included:

Letter of encouragement to seniors,
and instructions

List A - Occupational Titles

List B - Colleges and Universities in Indiana

List C - Education and Training Program

PART II Questionnaire (Printed on white paper,
and returned for data processing)

EDUCATIONAL AND EMPLOYMENT PLANS AND OCCUPATIONAL CHOICES OF INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF '75



Dear Senior:

What do you plan to do when you graduate?

The time is nearly here when you must firm up your plans and decide what you want to do after graduation.

We believe that completing this questionnaire will help you in making your decisions by:

- (1) Reminding you of the many occupational opportunities there are,
- (2) Presenting alternative actions you might want to take, and
- (3) Identifying the many training or educational institutions and programs that are available, should you

decide to continue your studies.

Remember that your chances of success are much better when you make good plans, set your goals, and keep them in mind.

Your questionnaire is printed on white paper. Please fill it out carefully. The yellow sheets have three lists to be used with the questionnaire. They are

- LIST A Occupational Titles,
- LIST B Colleges and Universities in Indiana, and
- LIST C Education and Training Programs.

You are welcome to keep these lists after you complete the questionnaire and turn it in.

We need your answers to help us plan future programs and facilities, and to strengthen existing ones. Your name is not requested on the questionnaire as all answers are confidential.

Please cooperate so we can both benefit from our efforts.

Many thanks!

Dr. J. P. Lisack
Purdue University, SCC-A
W. Lafayette, IN 47907

This Survey is Sponsored by the
**INDIANA STATE BOARD OF
VOCATIONAL AND TECHNICAL EDUCATION**

IN COOPERATION WITH
**THE STATE DEPARTMENT OF PUBLIC INSTRUCTION,
THE INDIANA COMMISSION FOR HIGHER EDUCATION,
BALL STATE — INDIANA STATE — INDIANA — PURDUE AND
VINCENNES UNIVERSITIES
AND THE
INDIANA VOCATIONAL TECHNICAL COLLEGE**

LIST A OCCUPATIONAL TITLES

Please use this list when you answer question 6 on your questionnaire where you identify the occupation of the head of your household — and question 8 where you identify your own chosen occupation.

All occupations are numbered and are listed alphabetically except for those arranged in special groups for your convenience. Shown together are all Agricultural Related Occupations, Apprentices, Engineers, Health or Medical Related Occupations, Teachers, and Technicians in the Engineering or Science Fields. (Technicians usually require about 2 years of post-high school training or education, such as in an Associate Degree Program.)

Review this list carefully, find the occupation you are looking for and enter the corresponding three digit code number in the blank provided on the questionnaire.

You are welcome to keep these lists when you complete your questionnaire.

CODE	OCCUPATION	CODE	OCCUPATION
101	Accountant or Auditor	142	Clergyman; Minister, Priest, or Rabbi
102	Actor, Actress, Dancer or Entertainer	143	Clerks (incl. File, General, Sales, Post-office, or Special Clerks; does <u>not</u> include Cashiers who handle customer payments)
103	Advertising Agent or Related Occupation	144	Commercial Artist or Industrial Illustrator
AGRICULTURAL RELATED OCCUPATIONS		145	Computer Analyst or Scientist
104	Agricultural Engineer	146	Computer Key-punch or Data Typist
105	Agronomist or Geneticist	147	Computer Operations Manager
106	Animal Technician (Veterinarian Assistant)	148	Computer Programmer
107	Conservationist, Soil or Range Manager	149	Computer or Related Equipment Operator
108	Farmer; General, Speciality Crop, Dairy or Fruit	150	Construction Machinery Operator
109	Forester		Construction Worker (See Brick Mason, Building Contractor, Carpenter, Cement Mason, Painter or Plumber)
110	Horticulturist	151	Cook or Chef
111	Veterinarian		Dental Occupations (See Health Related Occupations)
112	Airline Hostess or Steward(ess)	152	Diesel Mechanic
113	Airplane Mechanic (See Technicians)	153	Dietician
114	Announcer or Broadcaster, Radio or TV		Doctors (See Health Related Occupations)
APPRENTICES		154	Dressmaker or Seamstress (See Tailor)
115	Carpenter Apprentice	155	Draftsman (See Technicians)
116	Electrician Apprentice	156	Driver, Bus or Taxi
117	Metal Working Apprentice	157	Driver, Truck or Routeman
118	Plumber or Pipe-fitter Apprentice	158	Economist (Not a Teacher)
119	Printing Trade Apprentice	159	Embalmer or Undertaker
120	Other Construction Trade Apprentice	160	Electrician (Also see Apprentices and Technicians)
121	Other Apprentices (Not listed)	161	Electronics Repairman, Radio or TV (See Technicians)
122	Architect	ENGINEERS	
123	Artist or Sculptor (Not a Teacher)	162	Aeronautical or Astronautical Engineer
124	Assembly or Production Worker in a Factory	104	Agricultural Engineer
125	Athlete or Sports Official (Not a Teacher)	163	Biomedical Engineer
126	Attendant, Service Station (Not Automobile Mechanic)	164	Chemical Engineer
127	Author, Journalist or Reporter	165	Civil Engineer
128	Automobile Mechanic or Repairman	166	Construction Engineer
129	Barber	167	Electrical Engineer
130	Bartender	168	Environmental Engineer
131	Beautician, Beauty Operator or Cosmetologist	169	Industrial Engineer
132	Biologist (Not a Teacher)	170	Mechanical Engineer
133	Bookkeeper	171	Metallurgical Engineer or Metallurgist
134	Brick and Stone Mason or Tile Setter	172	Mining or Petroleum Engineer
135	Building Contractor	173	Nuclear Engineer
136	Buyer or Purchasing Agent	174	Sanitary Engineer
137	Cabinet Maker	175	Undecided Field in Engineering
138	Carpenter	124	Factory Worker, Assembly or Production Worker
139	Cashiers, Retail Stores and Banks (See Clerks)	176	Fireman or Fire Fighter; Paid, not Volunteer
140	Cement Mason or Worker		
141	Chemist (Not a Teacher)		

CODE	OCCUPATION	CODE	OCCUPATION
177	Foreman or Supervisor of Workers	219	Sanitarian
178	Geo-scientists; Geologist or Geophysicist (Not a Teacher)	220	Other Medical or Health Related Occupation, Not listed
179	Guidance Counselor or Student Advisor		
HEALTH RELATED OCCUPATIONS			
<u>Dental Occupations</u>			
180	Dental Assistant	221	Historian (Not a Teacher)
181	Dental Hygienist	222	Home Economist (Not a Teacher)
182	Dental Laboratory Technician	223	Housewife
183	Dentist	144	Industrial Illustrator or Commerical Artist
		224	Interior Decorator or Designer
			Laboratory Technicians or Assistants (See Technicians and Health Related Occupations)
<u>Medical Practitioners</u>		127	Journalist, Author or Reporter
184	Chiropracter	226	Land Surveyor
185	Optometrist	227	Lawyer or Judge
186	Osteopath Physician	228	Librarian
187	Physician, General Practice	229	Librarian Assistant or Aide
188	Physician, Specialized Practice	206	Licensed Practical Nurse (LPN). See Health Related Occupations
189	Podiatrist (Foot Specialist)	230	Lineman or Serviceman, Electrical Power or Telephone
111	Veterinarian	231	Machinery Maintenance man or Millwright
		232	Machinist or Machine Shop Related Occupation (Not Sheet Metal Worker)
<u>Medical Related Technicians* and Assistants</u>		233	Maid or Housekeeper
106	Animal Technician (Veterinarian Assistant)	234	Mail Carrier
190	Electrocardiograph Technician	235	Manager, Cafeteria or Restaurant
191	Electroencephalograph Technician	147	Manager, Computer Operations
192	Hospital Ward Clerk	215	Manager, Hospital
193	Hospital Worker, Not otherwise listed	236	Manager, Hotel, Motel or Apartment House
194	Medical Artist	237	Manager or Supervisor, Industrial
195	Medical Assistant	238	Manager, Office
196	Medical Laboratory Technician or Assistant	239	Manager, Retail or Wholesale Operations
197	Medical Record Technician or Clerk	240	Manager, Other, Not listed
198	Medical Secretary	241	Mathematician or Statistician (Not a Teacher)
199	Mental Health Technician (See Nursing Aide)	242	Meatcutter or Butcher
200	Operating Room Technician		Mechanics or Repairman (See Automobile or Diesel Mechanic, Technicians or Machinery Maintenance man)
201	Optometric Assistant	243	Military, Enlisted; All Services
202	Physician's Assistant	244	Military, Commissioned Officer; All Services
203	Radiologic (X-ray) Technician	245	Mining or Petroleum Equipment Operator
204	Other Medical Technician or Assistant, Not listed	246	Musician (Not a Teacher)
	*Technicians usually require about two years of training after graduation from high school		Nurses (See Health Related Occupations)
<u>Nursing Occupations</u>		247	Oceanographer
205	Registered Nurse (R.N.)	248	Office Machine Operator
206	Licensed Practical Nurse (LPN)	249	Office Machine Repairman
207	Nursing Aide, Orderly or Attendant (incl. Psychiatric Aide)	250	Painter or Paper-hanger
		218	Pharmacist (See Health Related Occupations)
<u>Therapy and Rehabilitation</u>		251	Photographer, Photo Processing or Related Occupation
208	Occupational Therapist	252	Physicist (Not a Teacher)
209	Occupational Therapy Assistant	253	Pilot, Commerical Aviation
210	Physical Therapist	254	Plumber or Pipe-fitter
212	Respiratory (Inhalation) Therapist	255	Police or Security Officers (incl. Detective, Guard or Sheriff)
213	Speech Pathologist, Audiologist or Speech and Hearing Clinician	256	Printer, Pressman or Related Occupations
		124	Production or Assembly Worker in Factory
<u>Other Medical and Health Related Occupations</u>		257	Psychologist (Not a Teacher)
214	Bio-Medical Engineering Technician	258	Public Official or Politician
153	Dietitian	205	Registered Nurse (R.N.) See Health Related Occupations
215	Hospital Administrator or Manager		Retail Clerk (See Clerks or Cashiers)
216	Industrial Hygienist		
217	Medical Records Administrator		
218	Pharmacist		

INDIANA HIGH SCHOOL SENIOR QUESTIONNAIRE

I am a senior in High School

PLEASE CHECK (✓) YOUR CHOICE IN EACH OF THE FOLLOWING STATEMENTS

(All replies will be confidential)

1. I am

Male	.....	1 8
Female	.....	2

2. My major area of study (course concentration) is
(check only one)

College Preparatory	.....	1 9
Business Education	.....	2
Vocational Education	.....	3
General Education	.....	4
Other	.....	5

3. My high school grade average is closest to
(check only one)

A	.....	1 10
B	.....	2
C	.....	3
D	.....	4
Unknown	.....	5

4. The population of the town, city or other place in which I
live is
(check only one)

Rural — less than 1000	.....	1 11
Between 1000 and 5000	.....	2
Between 5000 and 25,000	.....	3
Between 25,000 and 50,000	.....	4
50,000 or higher	.....	5
Unknown	.....	6

5. The head of my household is
(check only one)

Father	.....	1 12
Mother	.....	2
Other	.....	3

6. The occupation of the head of my household is
(Refer to list of occupations, List A, on the yellow sheet, and
write the code number in this blank)
If the head of your household is no longer employed (deceased, retired,
unemployed or other reason) please enter the code number of their last job.

.....	13-15
-------	-------

7. The highest level of education of the head of my household is
(check only one)

Less than high school graduate	.....	1 16
High School graduate	.....	2
Some college, but no degree	.....	3
College or University graduate	.....	4
Unknown	.....	5

8. At present my main occupation or career choice after I
complete my education or military service is
(Refer to list of occupations, List A, on the yellow sheet, and
write your choice as a code number in the blank)

.....	17-19
-------	-------

9. My present occupation or career choice and educational
plans are
(check only one)

Quite definite	.....	1 20
Almost definite	.....	2
Indefinite	.....	3

Please turn page and continue

10. I had my first interest in my chosen occupation or career while in

(check only one)

Elementary grades (1-6)	 1 21
Junior High grades (7-8)	 2
High School Freshman	 3
High School Sophomore	 4
High School Junior	 5
High School Senior	 6

11. I decided on my chosen occupation or career in

(check only one)

Remember your decision occurs after you become interested in an occupation.

Elementary grades (1-6)	 1 22
Junior High grades (7-8)	 2
High School Freshman	 3
High School Sophomore	 4
High School Junior	 5
High School Senior	 6

12. The two most important reasons for my chosen occupation or career are (check the most important reason, then check the second most important reason)

1ST MOST
IMPORTANT
(Check only one)

2ND MOST
IMPORTANT
(Check only one)

Activities on the job
Friends' opinion of job
Kinds of people I'll work with
Like to work indoors
Like to work outdoors
Money
Parents' opinion of job
Status or prestige of job
Serving society

.....	1 23
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9

.....	1 24
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9

13. The following sources or persons have been the most helpful and second most helpful in making my career choice

1ST MOST
HELPFUL
(Check only one)

2ND MOST
HELPFUL
(Check only one)

Parents or other relatives
Friends
High school teachers
School guidance counselor
School programs, (e.g. career development activities)
Printed materials (brochures, pamphlets, etc.)
TV and radio
Previous work experience
High school courses
Career information system (Such as; micro-film, computer, or other)
Other _____
(Please specify)

.....	01 25 26
.....	02
.....	03
.....	04
.....	05
.....	06
.....	07
.....	08
.....	09
.....	10
.....	11

.....	01 27 28
.....	02
.....	03
.....	04
.....	05
.....	06
.....	07
.....	08
.....	09
.....	10
.....	11

14. I hope to be employed
(check only one)

In my city or county
Elsewhere in Indiana
Outside of Indiana
No preference

.....	1 29
.....	2
.....	3
.....	4

15. I am

Black
Caucasian (White)
Spanish-American
Other

.....	1 30
.....	2
.....	3
.....	4

16. Within six months after I graduate, I plan to
(check only one)

Work at a full-time job, no further education planned at this time	 1 3
Work at a full-time job first, then further my education	 2
Continue my education full-time	 3
Go to school part-time, work part-time	 4
Go into military service	 5
Get married, no further education planned at this time	 6
Get married first, then further my education	 7
I don't know	 8
Other _____	 9
(please describe)	

IMPORTANT. Please read this before continuing.

If you have no plans at this time to continue your education, (going on with school) within six months after graduation from high school, please complete question 17 and then turn in the questionnaire.

If you plan to delay the continuation of your education for six months or longer after graduation, please skip question 17 and complete question 18, then turn in the questionnaire.

If you do plan to continue your education within 6 months after graduation, please skip questions 17 and 18 and go directly to question 19 on the next page and complete the remaining items.

Complete this question only if you do NOT plan to continue your education upon graduation from high school.

17. I do not plan to enroll in an educational program after graduation because
(check only the most important one)

I plan to look for a job	 1 10
I already have a job arranged	 2
I plan to get married	 3
I am not interested at this time	 4
I am going into military service	 5
I am undecided what to do	 6
My grades are low	 7
There's no local school that I want	 8
I don't have enough money	 9

- 17.a If you indicated that not having enough money was the most important reason for not continuing your education, which of the following sources of financial aid do you know about?
(check every one that you know about)

Grant or scholarship from the State	.....
Scholarship Commission of Indiana	 33
Basic Educational Opportunity Grant	 34
Grant Scholarship or Loan from Educational Institution	 35
Educational Loan from bank or lending institution	 36
I do not know about any sources of financial aid	 37
ROTC Scholarship	 38
Aid from a private sponsor, such as parent's employer, local service clubs, foundations, etc.	 39
Other	 40

If you answered question 17 or 17a, you have completed your part of this survey; please hand in your questionnaire.
Thank you for participating! We extend our best wishes for your future.

Complete this question only if you plan to DELAY continuing your education for six months or longer after graduation.

18. I plan to delay continuing my education to some later date because
(check only the most important one)

I want to earn some money first	 1 41
I want to gain some work experience	 2
I want more time to decide what to do	 3
I want to go into military service first	 4
I want to get married first	 5
Other _____	 6
(Write in)	

If you answered question 18, you have completed your part of this survey; please hand in your questionnaire.
Thank you for participating! We extend our best wishes for your future.

Complete question 19 and all remaining items if you plan to continue your training or education within six months after graduation.

19. If you plan to attend a college or university in Indiana, use List B, Colleges and Universities in Indiana, on the yellow sheet and write in your choice as a code number in this blank

..... 42-43

20. If you plan to attend an institution other than those indicated on List B, check your choice of the following

College or university out of state	.....	1	44
Business school in Indiana	.....	2	
Business school out of state	.....	3	
Other vocational school in Indiana	.....	4	
Other vocational school out of state	.....	5	
Trade apprenticeship program	.....	6	
Other	.....	7	

(Write in)

21. If you plan to continue your education, refer to List C, Education and Training Programs, on the yellow sheet and indicate your program choice as a code number

..... 45-46

22. If vocational and technical training programs not now available in my community were made available, I would enroll in (Refer to List C, and write your choice as a code number) Leave this question blank if it does not apply.

..... 47-48

23. If you plan to attend college, are you considering any graduate or professional training after you complete your undergraduate college work?

Yes	.....	1	49
No	.....	2	

24. My selection of a school for vocational or professional training is based upon (check the most important reason, then check the second most important reason)

1ST MOST
IMPORTANT
(Check only one)

2ND MOST
IMPORTANT
(Check only one)

Location near home
Friends or classmates plan to attend
Amount of tuition
Size of school
Offer what I want to study
Counselor or teacher suggestion
Preference of parent or relative
Reputation or prestige of school
Other reason

.....	1	50	.....	1	51
.....	2		.....	2	
.....	3		.....	3	
.....	4		.....	4	
.....	5		.....	5	
.....	6		.....	6	
.....	7		.....	7	
.....	8		.....	8	
.....	9		.....	9	

25. The school in which I plan to enroll is located (check only one)

In my city or county	.....	1	52
Within 25 miles, but outside my home city or county	.....	2	
Elsewhere in Indiana	.....	3	
Outside of Indiana	.....	4	
Haven't decided yet	.....	5	

26. I plan to finance my education through (check each one that applies)

Personal savings	.....	53
Parents or family support	.....	54
Loan from the educational institution	.....	55
Loan from a bank or other source	.....	56
Part-time employment while at school	.....	57
Full-time employment during summer months	.....	58
Scholarship or grants	.....	59
Unknown	.....	60
Other	.....	61

(Write in)

Retain yellow reference lists for your own use and return this questionnaire to:

Prof. J. P. Lisack
Purdue University, SCC-A
W. Lafayette, Ind. 47907

THANK YOU! We extend our best wishes for your future.

CODE	OCCUPATION	CODE	OCCUPATION
259	Salesman; Bonds, Stocks or Securities	155	Draftsman (incl. Mechanical Drafting and Design Technology)
260	Salesman, Insurance	306	Electrical or Electronics Technician (incl. Electrical Engineering Technology)
261	Salesman, Manufacturers' Products	307	Environmental and Pollution Control Technician
262	Salesman, Real Estate and Broker	308	Geo-science Technician
263	Sales Workers (See Advertising, Clerks, or Cashiers or Managers)	309	Industrial Technician (incl. Industrial Engineering Technology)
264	Salesman or Sales Workers, Not listed	310	Mechanical Technician (incl. Mechanical Engineering Technology)
265	Secretary or Stenographer	311	Physics Technician
266	Sheet Metal Worker (Not Machinist)	312	Other Technical Type Technicians, Not listed
267	Social Scientist (Not a Teacher)		
268	Social Service or Welfare Aide	313	Tool or Die Maker
269	Social Worker	314	Typist (See Secretary)
265	Stenographer or Secretary	315	Waitress, Waiter or Dining Room Attendant
270	Tailor (See Dressmaker or Seamstress)	316	Water or Sanitary Works Operator
		317	Welder and Flame-cutter
TEACHERS		318	Other Professional Occupation, Not listed
271	Pre-school or Kindergarten Teachers	319	Other Service Occupation, Not listed
272	Elementary (grade school) Teachers	320	Other Skilled Worker Occupation, Not listed
273	Special Education Teachers (incl. handicapped or exceptional children)		
	<u>High School or Junior High School Teachers</u>		
274	Agriculture		
275	Art		
276	Business and Office		
277	Communications (Speech or Dramatics)		
278	Distributive Education		
279	English		
280	Health		
281	Home Economics		
282	Industrial Arts		
283	Languages, Modern or Foreign		
284	Library Science		
285	Life Sciences (Biology, Botany or Ecology)		
286	Mathematics		
287	Music		
288	Physical Education and Coaching		
289	Physical Sciences (Chemistry or Physics)		
290	Vocational, Trade and Industrial, or Technical Education		
291	Social Sciences (Sociology, Civics, History or Economics)		
292	Other Subject Areas		
293	College or University Professor or Instructor		
179	Guidance Counselor or Student Advisor		

TECHNICIANS: Engineering or Science Support Related Fields
 (Does not include medical related technicians or Auto and Diesel Mechanics) Technicians usually require about two years of training after graduation from high school, such as in an Associate Degree Program.

300	Architectural Technician
301	Aviation Electronics Technician
113	Aviation Maintenance Technician; Airframe or Power-plant Mechanic
302	Biological Technician
303	Chemical Technician
304	Civil Engineering Technician
305	Construction Technician

LIST B
COLLEGES AND UNIVERSITIES IN INDIANA

Public Supported State
Colleges and Universities

01 BALL STATE
Muncie Campus



INDIANA STATE UNIVERSITY

02 Terre Haute Campus
03 Evansville Campus
04 I.S.U. Location Undecided



INDIANA UNIVERSITY

05 Bloomington Campus
06 East Campus, Richmond
07 Fort Wayne Campus
08 Indianapolis Campus (IUPUI)
09 Kokomo Campus
10 Northwest Campus, Gary
11 South Bend Campus
12 Southeast Campus, New Albany
13 I.U. Location Undecided



VINCENNES UNIVERSITY

14 Vincennes Campus
15 Jasper Center, Jasper
16 Vincennes University Location Undecided



PURDUE UNIVERSITY

20 West Lafayette Campus
21 Calumet Campus, Hammond
22 Fort Wayne Campus
23 Indianapolis Campus (IUPUI)
24 North Central Campus, Westville
25 Purdue at I.U. East, Richmond
26 Purdue at I.U. Kokomo
27 Purdue at I.U. Southeast, New Albany
28 Purdue at Vincennes
29 Purdue Location Undecided



**INDIANA VOCATIONAL TECHNICAL
COLLEGE**

31 Region 1
Hammond-Gary-Michigan City Area
32 Region 2
Elkhart-Mishawaka-South Bend Area
33 Region 3
Fort Wayne-Huntington Area
34 Region 4
Crawfordsville-Lafayette Area
35 Region 5
Kokomo-Logansport-Peru-Wabash Area
36 Region 6
Anderson-Marion-Muncie Area
37 Region 7
Terre Haute Area
38 Region 8
Indianapolis Area
39 Region 9
Connersville-New Castle-Richmond Area
40 Region 10
Bedford-Bloomington-Columbus-Greensburg Area
41 Region 11
Aurora-Madison-North Vernon Area
42 Region 12
Evansville-Jasper-Vincennes-Washington Area
43 Region 13
Jeffersonville-New Albany Area
44 I.V.T.C. Location Undecided



Private Colleges and Universities

50 Anderson College, Anderson
51 Bethel College, Mishawaka
52 Butler University, Indianapolis
53 Christian Theological Seminary, Indianapolis
54 Concordia Senior College, Fort Wayne
55 DePauw University, Greencastle
56 Earlham College, Richmond
57 Evansville, University of, Evansville
58 Fort Wayne Bible College, Fort Wayne
59 Fort Wayne Art Institute, Fort Wayne
60 Franklin College of Indiana, Franklin
61 Goshen College, Goshen
62 Grace Theological Seminary and College, Winona Lake
63 Hanover College, Hanover
64 Holy Cross Jr. College; School of Nursing, South Bend
65 Huntington College, Huntington
66 Indiana Central College, Indianapolis
67 Indiana College of Business and Technology, Indianapolis
68 Indiana Institute of Technology, Fort Wayne



69 Manchester College, North Manchester
70 Marian College, Indianapolis
71 Marion College, Marion
72 Northwood Institute, West Baden
73 Notre Dame, University of, South Bend
74 Oakland City College, Oakland City
75 Rose Hulman Institute of Technology, Terre Haute
76 St. Francis College, Fort Wayne
77 St. Joseph's College, Rensselaer
78 St. Joseph's Calumet College, East Chicago
79 St. Mary-of-the-Woods College, Terre Haute
80 St. Mary's College, South Bend
81 St. Meinrad College, St. Meinrad
82 Taylor University, Upland
83 Tri-State College, Angola
84 Valparaiso Technical Institute, Valparaiso
85 Valparaiso University, Valparaiso
86 Wabash College, Crawfordsville
87 Other Private College or University in Indiana not listed

LIST C
EDUCATION AND TRAINING PROGRAMS

BACHELOR OR HIGHER DEGREE

(4 years' college or more)

CODE	FIELD OF STUDY	CODE	FIELD OF STUDY
10	Agriculture	22	Library Science
11	Architecture	23	Management or Supervision
12	Biological and Life Sciences	24	Mathematics or Computer Science
13	Business or Commerce (See Management)	25	Physical Sciences
14	Education	26	Philosophy or Theology
15	Engineering	27	Physical Education or Recreation
16	English, Literature or Journalism	28	Psychology
17	Fine and Applied Arts	29	Public Affairs and Services
18	Foreign Languages	30	Social Sciences
19	Health or Medical Related	31	Technology (construction, electrical or manufacturing)
20	Home Economics	32	Interdisciplinary and Area Studies
21	Law	33	Other Academic Field not listed

ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS

(Normally 2 years' or less duration)

CODE	FIELD OF STUDY	CODE	FIELD OF STUDY
	<u>Business and Commerce</u>		<u>Mechanical, Engineering and Science Support Technologies</u>
34	Accounting Technology	65	Aeronautical and Aviation Technologies
35	Agricultural Business Technology	66	Agricultural Equipment Technology
36	Audio-Visual Communications Technology	67	Appliance Repair
37	Banking and Finance	68	Architectural Drafting and Design Technology
38	Business Management	69	Automotive and Diesel Technology
39	Commercial Art or Industrial Illustration	70	Chemical, Physical or Geo-science Technologies
40	Commercial and Industrial Photography	71	Civil Engineering Technology
41	Communications or Broadcasting	72	Construction and Building Technology
42	Court and Conference Reporting	73	Drafting, (incl. Engineering Graphics, Mechanical Drafting and Design)
43	Hotel or Restaurant Management	74	Electrical or Electronics (incl. Electrical Engineering Technology)
44	Industrial Management	75	Heating, Air Conditioning and Refrigeration
45	Legal Assistant	76	Industrial (Engineering) Technology
46	Marketing, Distribution, and Purchasing	77	Mechanical (Engineering) Technology
47	Medical Transcription	78	Precision Instrumentation and Inspection
48	Printing, Lithography and Graphic Arts	79	Radio, TV or Appliance Repair
49	Secretarial (Stenographer, Secretary, Office Technology)	80	Welding Technology
50	Supervision	81	Other Mechanical, Engineering or Science Support Technologies
51	Other Business or Commerce		<u>Public Service Related</u>
	<u>Data Processing and Computers</u>	82	Criminal Justice and Law Enforcement
52	Computer Programming	83	Education Support Technologies
53	Computer Technology and Data Processing (incl. Operators)	84	Environmental and Pollution Control Technology
54	Keypunch or Data Typist and Verifier	85	Fire Science (Applied)
	<u>Health and Medical Support Services and Related</u>	86	Ground Water Specialist
55	Bio-medical Electronics Technology	87	Social Service Technology
56	Care Center Activities Specialist	88	Other Public Service Program
57	Child Care Technology		<u>Miscellaneous</u>
58	Dental Support (incl. Assistant, Hygienist, Laboratory Technician)	39	Commercial Art or Industrial Illustration
59	Dietary Assistant	89	Food Sales, Service or Management
60	Emergency Care Technology	90	Horticulture Technology
61	Medical Support (incl. Assistants, Aides, Laboratory or Mental Health and other Technicians, Radiology, Records, Therapy, Operating Room, etc.)	91	Fluid Power Technology
62	Nursing (incl. R.N., LPN, and Aides)	92	Industrial Safety and Health
63	Veterinary Medicine, Animal Technology	93	Industrial Security
64	Other Health Service and Related	94	Interior Design or Decorating
		95	Library Resource Aide
		96	Mining or Petroleum Technology
		97	Mortuary Science Technology
		98	Plastics Technology
		99	Other Miscellaneous Program